

**TAHAP KECERDASAN EMOSI PEMIMPIN DAN KEPIMPINAN
SERVANT SERTA PENGARUHNYA TERHADAP PENGURUSAN
PERUBAHAN DI SEKOLAH**

IZANI BIN IBRAHIM

**IJAZAH DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
2014**



Awang Had Salleh
Graduate School
of Arts And Sciences

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

IZANI IBRAHIM

calon untuk Ijazah

PhD

(candidate for the degree of)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**"TAHAP KECERDASAN EMOSI PEMIMPIN DAN KEPIMPINAN SERVANT SERTA
PENGARUHNYA TERHADAP PENGURUSAN PERUBAHAN DI SEKOLAH"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **19 Jun 2013**.

That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:
June 19, 2013.

Pengerusi Viva:
(Chairman for VIVA)

Prof. Dr. Yahaya Mahamood

Tandatangan
(Signature)

Pemeriksa Luar:
(External Examiner)

Prof. Dr. Kamarulzaman Kamarudin

Tandatangan
(Signature)

Pemeriksa Dalam:
(Internal Examiner)

Prof. Dr. Mohd Sofian Omar Fauzee

Tandatangan
(Signature)

Nama Penyelia/Penyelia-penyelia:
(Name of Supervisor/Supervisors)

Dr. Yahya Don

Tandatangan
(Signature)

Tarikh:

(Date) **June 19, 2013**

Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah, Universiti Utara Malaysia. Saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia tesis ini atau Dekan Awang Had Salleh Graduate School of Arts and Sciences. Sebarang bentuk salinan dan catatan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Kebenaran untuk menyalin atau menggunakan tesis ini sama ada secara keseluruhan atau sebahagian daripadanya hendaklah dipohon melalui:

Dekan Awang Had Salleh Graduate School of Arts and Sciences
UUM College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM Sintok

Abstrak

Pengurusan perubahan yang berkesan amat penting dalam memastikan organisasi terus kekal bersaing. Namun begitu, 70 peratus program perubahan yang dilaksanakan dalam organisasi menemui kegagalan dan memerlukan perhatian serius dari aspek kecerdasan emosi dan kepimpinan *servant*. Sehubungan itu, kajian ini bertujuan untuk mengenal pasti pengaruh kecerdasan emosi dan kepimpinan *servant* terhadap pengurusan perubahan di sekolah. Secara khusus, ianya bertujuan untuk mengenal pasti tahap pengurusan perubahan, kecerdasan emosi dan kepimpinan *servant* di samping meneliti perbezaan pembolehubah kajian berdasarkan faktor demografi iaitu umur, jantina dan pengalaman pentadbiran. Kaedah penyelidikan kuantitatif digunakan dalam proses pengumpulan data. Alat ukur kajian yang digunakan ialah soal selidik *Emotional Competency Inventory*, *Change Facilitator Style Questionnaire* dan *Servant Leadership Scale*. Seramai 342 orang sampel yang terdiri daripada guru-guru sekolah menengah zon utara terlibat dalam kajian ini. Data dianalisis dengan statistik ANOVA, Ujian-t, Korelasi, Analisis Regresi Berganda dan Analisis Regresi Hierarki. Dapatan kajian menunjukkan terdapat perbezaan yang signifikan dalam tahap kecerdasan emosi dan kepimpinan *servant* berdasarkan jantina. Walau bagaimanapun, tidak terdapat perbezaan yang signifikan dalam pengurusan perubahan berdasarkan jantina. Dapatan kajian juga menunjukkan tidak terdapat perbezaan dalam kecerdasan emosi, kepimpinan *servant* dan pengurusan perubahan berdasarkan umur dan pengalaman pentadbiran. Seterusnya, kajian menunjukkan terdapatnya hubungan positif yang signifikan antara kecerdasan emosi dan kepimpinan *servant* dengan pengurusan perubahan di sekolah. Hasil analisis regresi berganda menunjukkan kecerdasan emosi dan kepimpinan *servant* menjadi penyumbang kepada pengurusan perubahan di sekolah. Dapatan kajian juga menunjukkan kepimpinan *servant* berperanan selaku moderator kepada hubungan antara kecerdasan emosi dengan pengurusan perubahan. Kesimpulannya, kajian ini menghasilkan satu kerangka teori yang signifikan bagi menunjukkan sumbangan aspek-aspek kecerdasan emosi dan kepimpinan *servant* terhadap pengurusan perubahan di sekolah.

Kata kunci: Pengurusan perubahan, Kecerdasan emosi, Kepimpinan *servant*.

Abstract

Effective change management is important to ensure that the organization continues to compete. However, 70 percent of program changes implemented in the organization are doomed to failure and need serious consideration, particularly in emotional intelligence and servant leadership aspects. Therefore, this study aimed to identify the influence of emotional intelligence and servant leadership on the change management in schools. In particular, it was to identify the level of change management, emotional intelligence and servant leadership, as well as to examine the significant differences of demographic factor variables, namely age, gender and administrative experience. This study used quantitative research method. Survey instruments involved Emotional Competency Inventory, Change Facilitator Style Questionnaire and Servant Leadership Scale. A total of 342 secondary school teachers in the northern region have participated in this study. Data were analyzed using ANOVA, t-test, correlation, Multiple Regression Analysis and Hierarchical Moderated Multiple Regression. The results showed there was a significant difference in emotional intelligence and servant leadership by gender but not in change management. The results also showed that no significant difference between emotional intelligence, servant leadership and change management by age and administration experience. Furthermore, it was also found that there was a positive significant relationship between emotional intelligence and servant leadership with change management in schools. Result also revealed that emotional intelligence and servant leadership is contributor for change management in schools. The results also recall that servant leadership is a moderator for the relationship between emotional intelligence and change management. In conclusion, this study provided a theoretical framework that shows the contribution aspects of emotional intelligence and servant leadership on change management in schools.

Keywords: Change management, Emotional intelligence, Servant leadership.

Penghargaan

Sekalung penghargaan dan jutaan terima kasih saya ucapkan kepada Dr. Haji Yahya bin Haji Don selaku penyelia saya atas segala tunjuk ajar, bimbingan, dorongan dan nasihat yang telah diberi semasa menjalankan tesis ini. Penghargaan juga dirakamkan kepada Pengarah Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia, Pengarah Pelajaran Negeri Perlis, Pengarah Pelajaran Negeri Kedah, Pengarah Pelajaran Negeri Pulau Pinang dan Pengarah Pelajaran Negeri Perak kerana memberi kebenaran bagi menjalankan kajian ini di sekolah-sekolah menengah zon utara. Jutaan terima kasih kepada pengetua dan guru-guru di sekolah-sekolah menengah negeri Perlis, Kedah, Pulau Pinang dan Perak kerana telah memberi kerjasama semasa kajian ini dijalankan. Terima kasih yang tidak terhingga kepada rakan-rakan di IAB, terutama Dr. Sazali Yusof dan ramai lagi yang memberi banyak sokongan, bantuan dan dorongan kepada saya. Semoga Allah S.W.T jua membalas segala budi baik mereka. Akhir sekali penghargaan dan ucapan terima kasih yang tidak ternilai kepada isteri tersayang, Yuslina Abdul Rahim@Yusof, ibu bapa dan keluarga yang telah banyak membantu dan mengorbankan masa sepanjang pengajian ini. Sesungguhnya, tanpa jasa baik, sokongan moral dan bimbingan anda semua yang disebut di atas, saya tidak akan dapat menyiapkan tesis PhD ini dengan sempurna.

Senarai Isi Kandungan

Kebenaran Mengguna	i
Abstrak	ii
Abstract	iii
Penghargaan	iv
Senarai Kandungan	v
Senarai Jadual	xi
Senarai Rajah	xiv
Senarai Lampiran	xv
Senarai Singkatan	xvii

BAB SATU: PENDAHULUAN

1.0 Pengenalan	1
1.1 Latar Belakang Kajian	5
1.2 Penyataan Masalah	8
1.3 Tujuan Kajian	14
1.4 Persoalan Kajian	15
1.5 Hipotesis Kajian	16
1.6 Kepentingan Kajian	21
1.7 Batasan Kajian	25
1.8 Definisi Operasional	27
1.8.1 Pengurusan Perubahan	27
1.8.2 Kepimpinan Perubahan	28
1.8.3 Kecerdasan Emosi	28
1.8.4 Kepimpinan <i>Servant</i>	28
1.9 Rumusan	29

BAB DUA: SOROTAN LITERATUR

2.0 Pengenalan	30
2.1 Pengurusan Perubahan Organisasi	30
2.1.1 Definisi Pengurusan Perubahan	30
2.1.2 Sejarah Ringkas Kajian Pengurusan Perubahan	31

2.1.3	Kerangka Teoritikal Kajian	34
2.1.3.1	Teori Gaya Fasilitator Mengurus Perubahan	34
2.1.3.2	Teori Prestasi Berasaskan Kecerdasan Emosi	41
2.1.3.3	Teori Kepimpinan Servant	45
2.1.4	Kerangka Konseptual Kajian	46
2.1.5	Kepentingan Perubahan Dalam Organisasi	51
2.1.6	Jenis-jenis Perubahan	53
2.1.7	Proses Perubahan Organisasi	55
2.1.8	Perubahan Sekolah	56
2.1.9	Pengetua dan Perubahan	58
2.1.10	Perkembangan Perubahan Dalam Pendidikan di Malaysia	62
2.1.11	Evolusi Pembangunan Organisasi	66
2.1.12	Perubahan Terancang dan Inovasi	67
2.1.13	Perubahan Budaya Organisasi	68
2.1.14	Mekanisme untuk Kejayaan Perubahan	70
2.1.15	Tentangan Terhadap Perubahan	72
2.1.16	Mengekalkan Perubahan	73
2.1.17	Model-model Perubahan	76
2.1.18	Hubungan Antara Pengurusan Perubahan dengan Prestasi Organisasi, Komitmen dan Kepuasan Kerja	94
2.2	Kecerdasan Emosi	97
2.2.1	Konsep dan Kepentingan Kecerdasan Emosi	97
2.2.2	Sejarah Ringkas Kajian Kecerdasan Emosi	97
2.2.3	Komponen Kecerdasan Emosi	100
2.2.3.1	Kelompok Kesedaran Diri	101
2.2.3.2	Kelompok Pengurusan Diri	103
2.2.3.3	Kelompok Kesedaran Sosial	106
2.2.3.4	Kelompok Pengurusan Perhubungan	107
2.2.4	Kecerdasan Emosi dan Kepimpinan	110
2.2.5	Persamaan antara Kecerdasan Emosi dan Kepimpinan Servant	113
2.2.6	Kecerdasan Emosi dan Pengurusan Perubahan	114
2.2.6.1	Peranan Kecerdasan Emosi Semasa Proses Perubahan	116

2.2.7 Model Kecerdasan Emosi	118
2.3 Kepimpinan <i>Servant</i>	125
2.3.1 Definisi dan Konsep Kepimpinan <i>Servant</i>	125
2.3.2 Ciri-ciri Kepimpinan <i>Servant</i>	128
2.3.3 Kajian-kajian Lalu Kepimpinan <i>Servant</i>	139
2.3.4 Kepimpinan <i>Servant</i> dan Kepuasan Pelanggan	144
2.3.5 Persamaan dan Perbezaan Antara Kepimpinan <i>Servant</i> dan Kepimpinan Transformasi	146
2.3.6 Hubungan Antara Kepimpinan <i>Servant</i> dan Kecerdasan Emosi	148
2.3.7 Pengaruh Kepimpinan <i>Servant</i> Terhadap Pengikut	150
2.3.8 Model-model Kepimpinan <i>Servant</i>	152
1.10.1 Peranan Kepimpinan <i>Servant</i> Sebagai Moderator	155
2.4 Kajian-kajian Lalu Tentang Hubungan Antara Kecerdasan Emosi, Kepimpinan <i>Servant</i> dengan Pengurusan Perubahan	168
2.5 Rumusan	160
BAB TIGA: METODOLOGI	
3.1 Pengenalan	161
3.2 Rekabentuk Kajian	161
3.3 Populasi dan Sampel Kajian	162
3.3.1 Pemilihan Sampel	163
3.4 Instrumen Kajian	167
3.4.1 Rekabentuk Instrumen Kajian	167
3.5 Terjemahan Soal Selidik	174
3.6 Prosedur Pengumpulan Data	175
3.7 Kajian Rintis	177
3.7.1 Analisis Kesahan	177
3.7.2 Analisis Kebolehpercayaan	179
3.8 Penyemakan Data Kajian Sebenar	181
3.8.1 Lineariti	182
3.8.2 Normaliti	183
3.8.3 Analisis Multikoleneartiti	184

3.9 Kebolehpercayaan Soal Selidik Kajian	185
3.9.1 Kebolehpercayaan Soal Selidik Pengurusan Perubahan	185
3.9.2 Kebolehpercayaan Soal Selidik Kepimpinan Servant	186
3.9.3 Kebolehpercayaan Soal Selidik Kecerdasan Emosi	187
3.10 Dapatan Analisis Faktor dan Kebolehpercayaan	188
3.10.1 Dapatan Analisis Faktor Soal Selidik Pengurusan Perubahan	188
3.10.2 Dapatan Analisis Faktor Soal Selidik Kecerdasan Emosi	189
3.10.1 Dapatan Analisis Faktor Soal Selidik Kepimpinan <i>Servant</i>	190
3.11 Analisis Data	191
3.11.1 Statistik Deskriptif	192
3.10.2 Ujian t, Korelasi dan ANOVA	193
3.10.3 Analisis Regresi Berganda	194
3.10.4 Analisis Regresi Hierarki (Moderator)	194
3.11 Rumusan	196
 BAB EMPAT: DAPATAN KAJIAN	
4.1 Pendahuluan	199
4.2 Maklumat Demografi Responden	199
4.3. Penjelasan Dapatan Kajian Secara Deskriptif	205
4.3.1 Tahap Kecerdasan Emosi Pemimpin	205
4.3.2 Tahap Kepimpinan Servant	206
4.4.3 Tahap Pengurusan Perhubungan	207
4.4 Ulasan Dapatan Kajian Secara Inferensi	207
4.4.1 Hubungan Antara Kecerdasan Emosi dan Kepimpinan Servant dengan Pengurusan Perubahan di Sekolah	208
4.4.1.1 Hubungan Kecerdasan Emosi dengan Pengurusan Perubahan di Sekolah	208
4.4.1.2 Hubungan Kepimpinan Servant dengan Pengurusan Perubahan di Sekolah	209
4.5.1 Kecerdasan Emosi Pemimpin Berdasarkan Pembolehubah Demografi	210
4.5.2 Kepimpinan <i>Servant</i> Berdasarkan Pembolehubah Demografi	214

4.5.3	Pengurusan Perubahan Berdasarkan Pembolehubah Demografi	216
4.6	Peramal Pengurusan Perubahan di Sekolah	218
4.6.1	Kecerdasan Emosi Sebagai Peramal Pengurusan Perubahan di Sekolah	218
4.6.2	Kepimpinan Servant Sebagai Peramal Pengurusan Perubahan di Sekolah	219
4.7	Kepimpinan Servant Sebagai <i>Moderator</i> dalam hubungan Antara Kecerdasan Emosi dan Pengurusan Perubahan	220
4.7.1	Peranan Dimensi Mengutamakan Subordinat sebagai Moderator	222
4.7.2	Peranan Dimensi Membantu Kecemerlangan dan Pembangunan Diri Subordinat sebagai Moderator	222
4.7.3	Peranan Dimensi Membangunkan Komuniti sebagai Moderator	223
4.7.4	Peranan Dimensi Pemulihan Emosi sebagai Moderator	224
4.7.5	Peranan Dimensi Beretika sebagai Moderator	225
4.7.6	Peranan Dimensi Kemahiran Konseptual sebagai Moderator	226
4.7.7	Peranan Dimensi Memberi Kuasa Kepada Subordinat sebagai Moderator	227
4.8	Rumusan Dapatan Kajian	228
4.9	Rumusan	230
BAB LIMA: PERBINCANGAN DAN RUMUSAN		
5.0	Pengenalan	232
5.1	Tahap Kecerdasan Emosi Pemimpin, Kepimpinan <i>servant</i> dan Pengurusan Perubahan di Sekolah	232
5.2	Hubungan Kecerdasan Emosi Pemimpin dan Kepimpinan <i>Servant</i> Dengan Pengurusan Perubahan di Sekolah	238
5.3	Perbezaan Kecerdasan Emosi Pemimpin, Kepimpinan <i>Servant</i> dan Pengurusan Perubahan di Sekolah Berdasarkan Pembolehubah Demografi	243
5.3.1	Perbezaan Kecerdasan Emosi Pemimpin Berdasarkan Pembolehubah Demografi	243
5.3.2	Perbezaan Kepimpinan Servant Berdasarkan Pembolehubah Demografi	248

5.3.3 Perbezaan Pengurusan Perubahan Berdasarkan Pembolehubah Demografi	251
5.4 Peramal Pengurusan Perubahan di Sekolah	255
5.4.1 Kecerdasan Emosi Sebagai Peramal Pengurusan Perubahan di Sekolah	255
5.4.2 Kepimpinan Servant Sebagai Peramal Pengurusan Perubahan di Sekolah	258
5.5 Peranan Kepimpinan Servant Selaku Moderator	260
5.6 Rumusan Kajian	262
5.7 Implikasi Kajian	264
5.7.1 Implikasi Teoritis	264
5.7.2 Implikasi Amalan	266
5.8 Cadangan Kajian Akan Datang	267
5.9 Penutup	269
RUJUKAN	270

Senarai Jadual

Jadual 1.1:	Analisis Pencapaian Sekolah-sekolah Menengah Zon Utara	7
Jadual 2.1:	Hubungan Antara Dimensi Kecerdasan Emosi & Dimensi Kepimpinan <i>Servant</i>	114
Jadual 2.3:	Tiga Pendekatan Kecerdasan Emosi	120
Jadual 3.1:	Populasi dan Sampel Kajian	164
Jadual 3.2:	Bilangan Sekolah Yang Dipilih Dalam Kajian	166
Jadual 3.3:	Instrumen Kajian dan Bilangan Item	169
Jadual 3.4:	Nilai Kebolehpercayaan Alpha Cronbach ECI-V2	173
Jadual 3.5:	Nilai Koefisien Alpha Cronbach Bagi Setiap Dimensi	181
Jadual 3.6:	Nilai Tolerance dan VIF untuk Pembolehubah	184
Jadual 3.7:	Nilai <i>Cronbach Alpha</i> Soal Selidik Pengurusan Perubahan	186
Jadual 3.8:	Nilai <i>Cronbach Alpha</i> Soal Selidik Kepimpinan <i>Servant</i>	187
Jadual 3.9:	Nilai <i>Cronbach Alpha</i> Soal Selidik Kecerdasan Emosi	187
Jadual 3.10:	Julat Kecerdasan Emosi, Kepimpinan <i>Servant</i> dan Pengurusan Perubahan	193
Jadual 3.11:	Ringkasan Analisis Data	198
Jadual 4.1:	Maklumat Demografi Pengetua	203
Jadual 4.2:	Maklumat Demografi Guru	204
Jadual 4.3:	Tahap Kecerdasan Emosi	205
Jadual 4.4:	Tahap Kepimpinan <i>Servant</i>	206
Jadual 4.5:	Tahap Pengurusan Perubahan	207
Jadual 4.7:	Ujian Korelasi Pearson Dimensi Kecerdasan Emosi Dengan Pengurusan Perubahan	208
Jadual 4.8:	Ujian Korelasi Pearson Dimensi Kepimpinan <i>Servant</i> Dengan Pengurusan Perubahan	209
Jadual 4.9:	Analisis Ujian <i>t</i> Bagi Kecerdasan Emosi Pemimpin Berdasarkan Umur	211
Jadual 4.10:	Analisis Ujian <i>t</i> Bagi Perbezaan Aspek Kecerdasan Emosi Berdasarkan Jantina	212

Jadual 4.11:	Analisis ANOVA: Perbezaan Kecerdasan Emosi Berdasarkan Pengalaman Pentadbiran Pengetua	213
Jadual 4.12:	Analisis Ujian t: Perbezaan Kepimpinan Servant Berdasarkan Umur	214
Jadual 4.13:	Analisis Ujian t: Perbezaan Aspek Kepimpinan Servant Berdasarkan Jantina	215
Jadual 4.14:	Analisis ANOVA: Perbezaan Kepimpinan Servant Berdasarkan Pengalaman Pentadbiran pengetua	216
Jadual 4.15:	Analisis Ujian t: Perbezaan Pengurusan Perubahan Berdasarkan Umur	217
Jadual 4.16:	Analisis Ujian t: Perbezaan Aspek Pengurusan Perubahan Berdasarkan Jantina	217
Jadual 4.17:	Analisis ANOVA: Perbezaan Pengurusan Perubahan Berdasarkan Pengalaman Pentadbiran Pemimpin	218
Jadual 4.18:	Ringkasan keputusan Analisis Regresi Berganda Dengan Aspek-aspek Kecerdasan Emosi Sebagai Pembolehubah Peramal	219
Jadual 4.19:	Ringkasan Keputusan Analisis Regresi Berganda Dengan Imensi-dimensi Kepimpinan Servant Sebagai Pembolehubah Peramal	220
Jadual 4.20:	Peranan Kepimpinan Servant (Keseluruhan) Sebagai Moderator	221
Jadual 4.21:	Peranan Kepimpinan Servant (Dimensi Mengutamakan Subordinat) Sebagai Moderator	222
Jadual 4.22:	Peranan Kepimpinan Servant (Dimensi Membantu Kecemerlangan Diri Subordinat) Sebagai Moderator	223
Jadual 4.23:	Peranan Kepimpinan Servant (Dimensi Membangunkan Komuniti) Sebagai Moderator	224
Jadual 4.24:	Peranan Kepimpinan Servant (Dimensi Pemulihan Emosi) Sebagai Moderator	225
Jadual 4.25:	Peranan Kepimpinan <i>Servant</i> (Dimensi Beretika) Sebagai Moderator	226

Jadual 4.26:	Peranan Kepimpinan Servant (Dimensi Kemahiran Konseptual) Sebagai Moderator	227
Jadual 4.27:	Peranan Kepimpinan Servant (Dimensi Memberi Kuasa) Sebagai Moderator	228
Jadual 4.28:	Ringkasan Dapatan Kajian.	229

Senarai Rajah

Rajah 2.1: Dimensi Gaya Fasilitator Perubahan	35
Rajah 2.2: Kerangka Kompetensi Emosi	42
Rajah 2.3: Kerangka Konseptual Kajian	48
Rajah 2.4: Perubahan Organisasi Lewin	76
Rajah 2.5: Model Proses Perubahan Lewin	80
Rajah 2.6: Model ADKAR	
Rajah 2.7: Model Kottter	
Rajah 2.8: Proses Pemimpin Servant	129
Rajah 2.9: Kekuatan Pemimpin Servant	142
Rajah 2.10: Ciri-ciri Perkhidmatan Pelanggan Kepimpinan Servant	151

Senarai Lampiran

Lampiran 1-1	Kebenaran Menggunakan Soal Selidik CFSQ	314
Lampiran 1-2	Kebenaran Menggunakan Soal Selidik Kepimpinan Servant	315
Lampiran 1-3	Kebenaran Menggunakan Soal Selidik Kecerdasan Emosi	316
Lampiran 2	Surat Akuan Pelaksanaan Kaedah Backtranslation	317
Lampiran 3	Surat Kelulusan Menjalankan Kajian oleh EPRD	321
Lampiran 4-1	Surat Kelulusan Menjalankan Kajian oleh JPN Perlis	322
Lampiran 4-2	Surat Kelulusan Menjalankan Kajian oleh JPN Kedah	323
Lampiran 4-3	Surat Kelulusan Menjalankan Kajian oleh JPN Pulau Pinang	324
Lampiran 4-4	Surat Kelulusan Menjalankan Kajian oleh JPN Perak	325
Lampiran 5	Ujian Lineariti Pengurusan Perubahan	327
Lampiran 6-1	Ujian Lineariti Kecerdasan Emosi (Pengurusan Kendiri)	328
Lampiran 6-2	Ujian Lineariti Kecerdasan Emosi (Kesedaran Kendiri)	329
Lampiran 6-3	Ujian Lineariti Kecerdasan Emosi (Kesedaran Sosial)	330
Lampiran 6-4	Ujian Lineariti Kecerdasan Emosi (Pengurusan Perhubungan)	331
Lampiran 7	Ujian Lineariti Kepimpinan Servant	332
Lampiran 8	Ujian Normaliti Pengurusan Perubahan	333
Lampiran 9	Ujian Normaliti Kepimpinan Servant	334
Lampiran 10-1	Ujian Normaliti Kecerdasan Emosi (Kesedaran Kendiri)	335
Lampiran 10-2	Ujian Normaliti Kecerdasan Emosi (Pengurusan Kendiri)	336
Lampiran 10-3	Ujian Normaliti Kecerdasan Emosi (Kesedaran Sosial)	337
Lampiran 10-4	Ujian Normaliti Kecerdasan Emosi (Pengurusan Perhubungan)	338
Lampiran 11	Analisis Kebolehpercayaan Pengurusan Perubahan	339
Lampiran 12	Analisis Kebolehpercayaan Kepimpinan Servant	343
Lampiran 13	Analisis Kebolehpercayaan Kecerdasan Emosi	347
Lampiran 14	Analisis Faktor Pengurusan Perubahan	349
Lampiran 15	Analisis Faktor Kecerdasan Emosi	352
Lampiran 16	Analisis Faktor Kepimpinan Servant	357
Lampiran 17	Analisis Ujian t: Perbezaan Kecerdasan Emosi Berdasarkan Umur	361
Lampiran 18	Analisis Ujian t: Perbezaan Kecerdasan Emosi Berdasarkan Jantina	363
Lampiran 19	Analisis ANOVA: Perbezaan Kecerdasan Emosi Berdasarkan Pengalaman Pentadbiran	365

Lampiran 20	Analisis Ujian t: Perbezaan Kepimpinan <i>Servant</i> Berdasarkan Umur	367
Lampiran 21	Analisis Ujian t: Perbezaan Kepimpinan <i>Servant</i> Berdasarkan Jantina	368
Lampiran 22	Analisis ANOVA: Perbezaan Kepimpinan <i>Servant</i> Berdasarkan Pengalaman Pentadbiran	369
Lampiran 23	Analisis Ujian t: Perbezaan Pengurusan Perubahan Berdasarkan Umur	370
Lampiran 24	Analisis Ujian t: Perbezaan Pengurusan Perubahan Berdasarkan Jantina	371
Lampiran 25	Analisis ANOVA: Perbezaan Pengurusan Perubahan Berdasarkan Pengalaman Pentadbiran	372
Lampiran 26	Analisis Regresi Berganda dengan Kecerdasan Emosi Sebagai Peramal Kepada Pengurusan Perubahan	373
Lampiran 27	Analisis Regresi Berganda dengan Kepimpinan <i>Servant</i> Sebagai Peramal Kepada Pengurusan Perubahan	374
Lampiran 28	Peranan Kepimpinan <i>Servant</i> Sebagai Moderator	375
Lampiran 29	Peranan Dimensi Mengutamakan Subordinat Sebagai Moderator	377
Lampiran 30	Peranan Dimensi Kecemerlangan dan Pembangunan Diri Subordinat Sebagai Moderator	379
Lampiran 31	Peranan Dimensi Membangunkan Komuniti Sebagai Moderator	381
Lampiran 32	Peranan Dimensi Pemulihan Emosi Sebagai Moderator	382
Lampiran 33	Peranan Dimensi Beretika Sebagai Moderator	384
Lampiran 34	Peranan Dimensi Kemahiran Konseptual Sebagai Moderator	385
Lampiran 35	Peranan Dimensi Memberi Kuasa Kepada Subordinat Sebagai Moderator	387
Lampiran 36	Soal Selidik Kajian	394

Senarai Singkatan

AADK	Agensi Anti Dadah Kebangsaan
ANOVA	<i>Analysis of variance</i>
BPDPP	Bahagian Perancangan Dasar dan Penyelidikan Pendidikan
CFSQ	<i>Change Facilitator Style Questionnaire</i>
EC	Kompotensi Emosi (<i>Emotional Compotency</i>)
ECI-V2	Inventori Kompotensi Emosi (<i>Emotional Competence Inventory</i>) (Versi 2)
EI	Kecerdasan Emosi (<i>Emotional Intelligence</i>)
IAB	Institut Aminuddin Baki
IPTA	Institusi Pengajian TinggiAwam
IQ	Ukuran Kecerdasan (<i>Intelectual Qotient</i>)
JNJK	Jemaah Nazir dan Jaminan Kualiti
JPN	Jabatan Pelajaran Negeri
KMO	<i>Kaiser-Mayer-Olkin</i>
KPM	Kementerian Pendidikan Malaysia
PPD	Pejabat Pelajaran Daerah
PPSMI	Pengajaran dan pembelajaran Sains dan Matematik dalam Bahasa Inggeris
SLS	<i>Servant Leadership Scale</i>
SPM	Sijil Pelajaran Malaysia
SPSS	<i>Statistical Package for the Social Science</i>
VIF	<i>Variance inflated factor</i>

BAB SATU

PENDAHULUAN

1.0 Pengenalan

Perkembangan pesat sektor industri, komunikasi dan sosial turut mempengaruhi perubahan dalam sistem pendidikan di Malaysia (Khair, 2009). Impak arus globalisasi telah mendorong kerajaan mengambil pelbagai langkah untuk menjadikan negara ini sebagai pusat kecemerlangan pendidikan serantau. Hal ini selaras dengan visi dan misi Kementerian Pendidikan untuk melahirkan sekolah unggul bagi menjana generasi terbilang dan membangunkan potensi individu melalui pendidikan berkualiti (Abd. Ghafar, 2010). Bagi mencapai hasrat kerajaan tersebut, menuntut komitmen dan usaha yang berterusan daripada kepimpinan sekolah dan guru-guru yang merupakan barisan hadapan dalam usaha meningkatkan kecemerlangan institusi pendidikan di Malaysia.

Sehubungan dengan itu, kerajaan telah menggubal Pelan Pembangunan Pendidikan 2013 – 2025 sebagai agenda utama perubahan pendidikan negara bagi memastikan keberkesanan dan kelestarian transformasi pendidikan negara. Selain itu, pelbagai pelan dan perancangan sistem pendidikan seperti Pelan Transformasi Pendidikan, Sekolah Berprestasi Tinggi, memperkasakan prasekolah, Bai'ah untuk pemimpin sekolah dan pentaksiran berasaskan sekolah dirangka untuk meningkatkan kualiti pendidikan. Bagi melaksanakan agenda perubahan pendidikan ini,

The contents of
the thesis is for
internal user
only

RUJUKAN

- Aaron, C., & Lilach, C. (2011). Individual values, organizational commitment and participation in change: Israeli teachers approach to an optional educational reform. *Journal of Business and Psychology*, 26(3), 385-396.
- Abas Awang & Balasandran A. Ramiah. (2002). Peranan pengetua dan guru besar dalam menentukan kecemerlangan akademik pelajar. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan ke-11*, 43-58. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia
- Ab. Aziz Yusof. (2005). *Perubahan dan kepimpinan*. Sintok: Universiti Utara Malaysia
- Ab. Aziz Yusof. (2008). *Mengurus perubahan dalam organisasi*. Selangor: Arah Publication Sdn. Bhd.
- Abd. Ghafar Mahmud. (2010). Mencetus kegemilangan melalui kepimpinan pendidikan. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Ke-17*, 79-86. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.
- Abdul Shukor Abdullah. (1991). *Pengurusan organisasi: Perspektif pemikiran dan teori*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Abdul Shukor Abdullah. (1998, Jun). *Pengetua berkesan, cabaran pembangunan sistem pendidikan negara*. Ucaptama Seminar Kecemerlangan Sekolah-sekolah Negeri Selangor, Petaling Jaya, Selangor.
- Abg. Hut Abang Engkeh. (2005). *Penyertaan guru dalam membuat keputusan sekolah dan hubungannya dengan komitmen organisasi di kalangan guru-guru sekolah menengah di Kedah*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Sains Malaysia, Pulau Pinang.
- Agensi Anti Dadah Kebangsaan (AADK), (2010). *Maklumat penagih dadah*. Dimuat turun pada November, 20, 2011 daripada [http:// www.adk.gov.my](http://www.adk.gov.my).
- Aguinis, H. (2004). *Regression analysis for categorical moderators*. New York: The Guildford Press.
- Ahmad Tajuddin Abd. Hamid. (1989). *Peranan pengetua dalam kepemimpinan pengajaran*. (Tesis sarjana yang tidak diterbitkan). Universiti Malaya, Kuala Lumpur.
- Ahmad, S. H., Bangash, H., & Khan, S. A. (2011). Emotion intelligences and gender differences. *Journal Contemporary Management Research*, 5(2), 42-64.

- Ajmal, S., Farooq, M. Z., Sajid, N., & Awan, S. (2012). Role of leadership in change management process. *Abasyn Journal of Social Sciences*, 5(2), 111-125.
- Alimuddin Mat Dom. (2010). Ciri-ciri pengetua yang *outstanding*. *Pendidik*, 73, 22-24.
- Allen, J., Jimmieson, N. L., Bordia, P., & Irmer, B. E. (2007). Uncertainty during organizational change: Managing perception through communication. *Journal of Change Management*, 7(2), 187-210.
- Allen, L. J. (2003). *The relationship between emotional intelligence competencies of principals in Kanawha Country School System in West Virginia and their teachers perceptions of school climate*. (Unpublished dissertation EdD). West Virginia University, Morgantown, West Virginia.
- Amabile, T. (1988). The intrinsic motivation principle of creativity. In B. Staw & L. L. Cummings (Eds.). *Research in organizational behavior*. Greenwich, CT: JAI Press.
- Ambali, A. R., Sulaiman, G. E. & Rozaili Hashim. (2011). Servant leadership's value and staff's commitment: Policy implementation focus. *American Journal of Scientific Research*, 13, 18 – 40.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing*. New York: Prentice Hall.
- Anderson, A. (2010). *Failure is not an opinion: 6 principles for making student success the only option* (2nd ed.). Thousand Oaks, CA: Sage.
- Anderson, A. D. (2011). *Engaging resistance: How ordinary people successfully champion change*. Chicago: Stanford University Press.
- Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20(2), 247-261.
- Arnold, K. A., & Loughlin, C. (2010). Individually considerate transformational leadership behaviour and self sacrifice. *Leadership and Organizational Development Journal*, 31(8), 670-686.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1996). *Introduction to research in education* (5th ed). New York: Harcourt Brace College Publisher.
- Ashkanasy, N.M., Ashton-James, C.E., & Jordan, P.J. (2004). Performance impact of appraisal and coping with stress in the workplace settings: The role of affect and emotional intelligence, In P. L. Perrewe & D.C. Ganster, (Eds.). *Emotional and psychological processes and positive intervention strategies*, 3, 17- 43.

- Aslan, M., Beycioglu, K., & Konan, N. (2007). The need for organizational innovations in public elementary schools. *International Journal of Educational Reform*, 16, 27-37.
- Avey, J. B., Palanski, M. E., & Walumbwa, F.O. (2011). When leadership goes unnoticed: The moderating role of follower self-esteem on the relationship between ethical leadership and follower behaviour. *Journal of Business Ethics*, 98, 573-582.
- Azlin Norhaini. (2006). *Amalan bidang pengetua: Satu kajian kes*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Bangi.
- Azman Abbas. (1998). *Keberkesanan pengurusan perubahan di sekolah*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok
- Azmi Zakaria, Wan Fatimah Mohamad & Quck, B.C. (1995). Indikator kepimpinan cemerlang: Satu analisis pengurusan. *Jurnal Pengurusan Pendidikan*, 5(1), 14-30.
- Bahagian Perancangan Dasar dan Penyelidikan Pendidikan (BPDPP). (1996). *Dasar pendidikan kebangsaan*. Kuala Lumpur: Kementerian Pendidikan Malaysia.
- Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (BPPDP). (2005). *Laporan kajian penilaian graduan NPQEL*. Putrajaya: Kementerian Pendidikan Malaysia
- Baker, D. D., & Cullen, J. B. (2003). Administration reorganization and configurational context: The contingent effects of age, size and change in size. *Academy of Management Journal*, 36(6), 1251-1277.
- Bandura, A. (1977). Self-efficacy: Towards A unifying theory of behavioural change. *Psychological Review*, 84, 191-215.
- Barbuto, I. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(3), 300 – 326.
- Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional intelligence in organization: An exploratory study. *The Leadership and Organizational Development Journal*, 21, 157-161.
- Baron, R.M. , & Kenny, D. (1986). The moderator-mediator variable distinction in social psychology research: concept, strategic and statistical considerations, *Journal of Personality and Social Psychology*, 51, 1173-1182.
- Baron, R., & Parker, J.D.A. (2000). *The handbook of emotional intelligence theory, development, assesment and application at home, schooland in the work place*. San Francisco: Jossey Bass

- Bass, B.M. (1985). *Leadership and performance beyond expectations*. New York: Free Press
- Bass, B. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research and managerial applications*. New York: Free Press
- Bass, B. M. (2000). The future of leadership in learning organization. *Journal of Leadership Studies*, 7(13), 18.
- Barent, J. M. (2005). *Principle level of emotional intelligence as influence on school culture*. (Unpublished doctoral dissertation). Montana State University, USA.
- Barnes, L. L. (2011). Job satisfaction and organizational commitment: An empirical investigation of the effects of servant leadership in distance education programs. *Journal of Research on Humanities and Social Sciences*, 23(4), 68-80.
- Bar-On, R. (1997). *Emotional quotient inventory: Technical manual*. Toronto: Multi Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & J. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*, 363-388. San Francisco, California: Jossey Bass Inc.
- Bar-On, R., Handley, R., & Fund, S. (2006). The impact of emotional intelligence on performance. In V.U. Druskat, S. Fabio, & G. Mount (Eds.), *Linking emotional intelligence and performance at work: Current research evidence with individual and groups*, 231- 255. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bartholomew, S. C. (2006). The influence of gender, age and locus of control on servant leader behaviour among group leaders at the Culinary Institute of America. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 67(10-A), 1804.
- Beatty, B. R. (2001). *The emotions of educational leadership. The educational leadership centre*. New Zealand: Waikato University.
- Beer, M., & Nohria, N. (2000). Cracking the code of change. *Harvard Business Review*. May-Jun, 34-48.
- Beer, M., & Nohria, N. (2001). *Breaking the code of change*. Boston: Harvard Business School Press.
- Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge*. New York: Harper & Row.

- Bennis, W. (1990). Managing the dream: Leadership in the 21st century. *Training: The Magazine of Human Resource Development*, 27(5), 44-46.
- Bennis, W. (2001). *The emotional intelligent workplace*. San Francisco: Jossey-Bass.
- Berr, S., Church, A., & Waclawski, A. (2000). The right relationship is everything: Linking personality performance to management behaviors. *Human Resource Development Quarterly*, 11(2), 133 - 157.
- Berry, W., & Karen, S. (2006). The relative effect of change drivers in large scale organizational change: An emperical study. *Emerald Group Publishing Limited*, 14, 99-146.
- Berson, Y., Shamir, B., Avolio, B. J., & Popper, M. (2001). The relationship between vision strength, leadership style, and context. *The Leadership Quarterly*, 12, 53 - 73.
- Beycioglu, K., & Aslan, M. (2007). The need for organizational innovations in public elementary schools. *International Journal of Educational Reform*, 16, 27-37.
- Bivey, W. H., & Hede, A. (2011). Resistance to organization change: The role of cognitive and effective processes. *Leadership & Organization Development Journal*, 22(8), 372-382.
- Blasé, J., & Blasé, J. R. (1994). *Empowering teachers: What succesful principal do*. Thousand Oaks: Corwin Press.
- Blase, J., Anderson, J., & Dungan, S. (1995). *Democratic principals in action*. ThousandOaks: Crown Press.
- Blanchard, K. H. (2002). Foreword: The heart of servant-leadership. In L. C. Spears & M. Lawrence (Eds.), *Focus on leadership: Servant leadership for the twenty-first century* (ix-xii). NewYork: John Wiley & Sons, Inc.
- Blanchard, K. H. (2004). *Customer mania! Ready to serve*. New Jersey: Harper Collins Business.
- Blankstein, A. M. (2010). *Failure is not an option: Six principles that guide student achievement in high performing schools*. Bloomington, IN: The HOPE Foundation.
- Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theory and methods* (4th ed.). Boston: Allyn and Bacon.
- Bordia, P., Hunt, E., Paulsen, N., Tourish, D., & DiFonzo, N. (2004). Uncertainty during organizational change: Is it all about control. *European Journal of Work and Organizational Phychology*, 13(3), 345-365.

- Bower, G.H. (1981). Mood and memory. *American Psychologist*, 36, 129-48.
- Bower, G.H. (1991). Mood congruity of social judgments. In J.P. Forgas (Ed.), *Emotion and social judgments* (pp. 3-18). Elmsford, NY: Pergamon Press.
- Bower, G.H., & Cohen, P.R. (1982). Emotional influences in memory and thinking: Data and theory. In M.S. Clark and S.T. Fiske (Eds.), *Affect and cognition: The seventeenth annual carnegie symposium on cognition*, 30-45. Hillsdale, NJ: Erlbaum.
- Boyatzis, R.E. (1982). *The component manager, A Model for effective performance*. New York: John Wiley & Sons.
- Boyatzis, R.E., & Elias, M. (Eds.) (2005). *Developments in emotional intelligence* (pp. 121-154). San Francisco: Jossey-Bass.
- Boyatzis, R.E., Goleman, D., & Hay Group. (1999). *Emotional competence inventory – revised*. Boston, MA : Hay Group.
- Boyatzis, R.E., Goleman, D., & Rhee, K.S. (2000). Clustering competence in emotional intelligence. In R. Bar-On & J. D.A. Parker (Eds.), *The handbook of emotional intelligence*, 343-362. San Francisco, CA: Jossey-Bass.
- Boyatzis, R. E., Stubbs, E., C., & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning and Education*, 1(2), 150-162.
- Boyatzis, R. E., & Sala, F. (2004). Assessing emotional intelligence competencies. In G. Geher (Ed.), *The measurement of emotional intelligence* (pp. 147- 186). NY: Nova Science Publishers.
- Bozeman, B. (1989). *All organization are public: Bridging public and private organizational theories*. London: Josey-Bass Publisher.
- Bradberry, T.R., & Su, L.D. (2006). Ability-versus skill-based assessment of emotional intelligence. *Psicothema*, 18, 59-66.
- Brandt, R.S. (1987). On leadership and student achievement: A conversation with Richard Andrews. *Educational Leadership*, 45(1), 9-16.
- Bridges, W. (1991). *Managing transitions: Making the most of the change*. Reading: MA Addison-Wesley.
- Brief, A.P., & Weiss, H.M. (2002). Organizational behavior: Affect in the work place. *Annual Review of Psychology*, 53, 279-307.

- Brookover, W.B. (1981). *Effective secondary school, Research for better school*. New York: Guilford Press.
- Brookover, W. B. (1979). *School social system and student achievement: Schools can make a difference*. New York: Praeger.
- Brown, J.D. (1973). *The human nature of organizations*. New York: American Management Association.
- Brown, M.E. (2007). Misconceptions of ethical leadership: How to avoid potential pitfalls. *Organizational Dynamics*, 36(2), 140-155.
- Brown, M.E., & Trevino, L.K. (2006). Socialized charismatic leadership, values congruence and deviance in work groups. *Journal of Applied Psychology*, 91(4), 954-962.
- Brown, M., & Rutherford, D. (1998). Changing roles and raising standards: New challenges for heads of department. *School Leadership and Management*, 18, 75-88.
- Brummelhuis, L.T. (2012). *The relationship between servant leadership, quality of communication, change readiness and successful change*. (Unpublished master's thesis). University of Groningen, Netherlands.
- Bryk, A., & Schneider, B. (2002). *Trust in schools*. New York: Russell Sage Foundation.
- Bryk, A., Sebring, P., Kerbow, D., Rollow, S., & Easton, J. (1998). *Charting chicago school reform*. Boulder, CO: Westview Press.
- Bryman, A. (2004). *Social research methods (2nd ed.)*. Oxford: University Press.
- Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J. L. & Saint Lamont, S. (2005). No going back: A review of Literature on sustaining of organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
- Burke, W.W., Lake D.G., & Pains, J.W. (2008). *Organizational change: Comprehensive reader*. San Francisco, CA: Jossey-Bass
- Burke, W. W. (2011a). *Organizational change: Theory and practice (3rd ed.)*. Thousand Oaks, CA: Sage.
- Burke, W.W. (2011b). A perspective on the field of Organization development and change : The Zeigarnik effect. *The Journal of Applied Behavioral Sciences*, 47(2), 143-167.
- Bryman, A., & Cramer, D. (1999). *Quantitative data analysis with SPSS release 8 for windows*. London and New York: Routledge.

- Byrne, J.C. (2003). *The role of emotional intelligence in predicting leadership and related work behavior*. Hoboken: Steven Institute of Technology, Technology Management.
- Byrne, J. C., Dominick, P. G., Smither, J. W., & Reilly, R. R. (2007). Examination of the discriminant, convergent, and criterion-related validity of self-ratings on the emotional competence inventory. *International Journal of Selection and Assessment*, 15(3), 341 - 353.
- Buchen, I. H. (1998). Servant leadership: A model for future faculty and future institutions. *The Journal of Leadership Studies*, 5(1), 125-134.
- Bulach, C. (1994). *The influence of the principals leadership style on school climate and student achievement*. ERIC Document Reproduction Service No. ED 374506.
- Burns, J.M. (1978). *Leadership*. New York: Harper & Row.
- Burnes, B. (2004). Kurt Lewin and complexity theories: back to the future. *Journal of Change Management*, 4 (4), 309-325.
- Burnes, B., & Jackson, P. (2011). Success and failure in organizational change: An exploration of the role of values. *Journal of Change Management*, 11(2), 133-162.
- Burnham, J.W. (2007). *Mengurus kualiti sekolah*. Kuala Lumpur: Institut Terjemahan Negara Malaysia Berhad.
- Burstein, L., Linn, R. L., & Carpel, F.Y. (1978). Analyzing multilevel data in the presence of hetrogenous within class regression. *Journal of Educational Statistic*, 3, 347 - 383.
- Burckle, M (2000). *Can you assess your own emotional intelligence? Evidence supporting multi-rater assessment*. Hay/McBer Research Report.
- Capello, R., & Lenzi, C. (2013). Innovation and employment dynamic in European region. *International Region Sciences Review*, 36(3), 322-353.
- Capowski, G. (1994), Anatomy of the leader: Where are the leader tomorrow? *Management Review*, 83, 10 - 17.
- Callahan, J. L., & McCollum, E. E. (2002). Conceptualizations of emotion research in organizational contexts. In J. Callahan (Ed.), *Perspectives of emotion and organizational change*, 4-21. New York, NY: McGraw Hill.

- Carcin, P., & Goode, H. (1999). Leadership and management in education: Restoring the balance in pursuit of a more just and equitable society. In P. T. Bogley & P. E., Leonard (Eds.), *The value of educational administration*, 35-48. London: Palmer Press.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviour and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18, 788-813.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior, and outcomes. *Journal of Managerial Psychology*, 18(8), 788-813.
- Carnall, C. (2007). *Management change in organizations* (5th ed.). United Kingdom: Prentice Hall.
- Carr, A. (2009). Understanding emotion and emotionality in a process of change. *Journal of Organizational Change Management*, 14(5), 45-63.
- Caruso, D., Mayer, J. D., & Salovey, P. (2001). Emotional intelligence and emotional leadership. In R. E. Riggio, S. E. Murphy & F. J. Pirozzolo (Eds.), *Multiple intelligences and leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. San Francisco, CA: Josey-Bass.
- Cavallo, K., & Brienza, D. (2002). *Emotional competency and leadership excellence at Johnson & Johnson: The emotional intelligence leadership study*. Retrieved on Oktober, 21 from <http://www.ei-consortium.org>
- Change Management Blog. (2009, July). *John Kotter: 8 steps change management*. Retrieved on June, 12 from [www. Change – management - log. Com / 2009 / 07 / change - management-3-john-kotter-8-steps-of.html](http://www.change-management-log.com/2009/07/change-management-3-john-kotter-8-steps-of.html)
- Change Management Learning Centre. (2013, September). *ADKAR – A model for change management*. Retrived on September, 12 from [www. Change-management.com/tutorial-adkar-overview.html](http://www.change-management.com/tutorial-adkar-overview.html)
- Cheng, Y. C. (2003, April). *New principalship for globalization, localization and individualization: Paradigm shift*. Keynote address presented at the International Conference on Principalship and School Management Practice in Era of Globalization: Issues and Challenges, Kuala Lumpur.
- Cherniss, C., & Goleman, D. (2005). *The emotionally intelligent workplace*. New York: Bantam.

- Christensen, C., Aaron, S., & Clark, W. (2005). Can school improve? *Phi Delta Lappan*, 86(7), 545-550.
- Chu, H.W. (2009). Employee perception of servant leadership and job satisfaction in a call centre: A correlational study. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 69(8-A), 3229
- Chua, Y.P. (2009). *Statistik penyelidikan lanjutan. Kaedah dan statistik penyelidikan*. Kuala Lumpur: Mc Graw Hill Education (Malaysia) Sdn Bhd.
- Chuan, L. K. (2009). *Hubungan antara budaya organisasi dengan prestasi kerja. Satu Kajian di Polis Diraja Malaysia*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Claes, R., & Van De Ven, B. (2008). Determinates older and younger market's job satisfaction and organization commitment in the contrasting labour markets of Belgium & Sweden. *Aging And Society*, 28(8), 1093-1112.
- Clark, M. (2008). Leadership development making a difference in unfavourable circumstances. *Journal of Management Development*, 27(8), 824-842.
- Clarke, S. R. P. (2000). The principal at the centre of reform: Some lessons from the field. *International Journal of Leadership in Education*, 3, 57-73.
- Click, H. S. (2002). *An exploration of emotional intelligence score among students in educational administration endorsement programs*. (Unpublished doctoral dissertation). East Tennessee State University, Tennessee.
- Coakes, S. J. (2005). *SPSS version 12.0 for windows: Analysis without anguish*. Australia: John Wiley & Sons.
- Colin, J. D. (2009). *The determinants of resistance to change*. (Unpublished doctoral dissertation). TUI University, California.
- Conger, J. A. (2000). Motivate performance through empowerment. In E. A. Locke, (Ed.), *The Blackwell handbook of principles of organizational behaviour*. Oxford UK: Blackwell.
- Cohen, J., & Cohen, P. (1983). *Applied multiple regression/ correlation analysis for the behavioural sciences*. Hillsdale, New Jersey: Erlbaum.
- Cole, M. S., Harris, S. G., & Bernerth, J. B. (2006). Exploring the implication of vision, appropriateness, and execution of organizational change. *Leadership And Organizational Development Journal*, 27(5), 352-67.
- Connelly, M. (2013, September). *ADKAR: Simple, powerful, action oriented model for change*. Retrived on October, 3 from change – management – coach.com

- Conte, J.F. (2005). A review and critique of emotional intelligence measures. *Journal of Organizational Behavior*, 26, 433-440.
- Cook, C.R. (2006). *Effects of emotional intelligence on principals leadership performance*. (Unpublished doctoral dissertation). Montana State University, Bozeman, Montana.
- Cooper, R. K. (1997). Applying emotional intelligence in the workplace. *Training and Development*, 51(12), 31-38.
- Cooper, S. (2013). *Brilliant leader*. New Jersey: Pearson Education Limited
- Cordery, J., Sevastos, P., Mueller, W., & Parkers, S. (1993). Multiskilling: The views of public sector human resources managers. *Asia Pacific Human Resources Management*, 29(3), 79-89.
- Covey, S. T. (2007). *The 8th habit: From effectiveness to greatness*. Thousand Oaks, CA: Sage Publication
- Crick, A. (2002). *Emotional intelligences, social competence and sucess in high school students*. (Unpublished master's thesis). Retrieved on July, 4 from <http://digitalcommons.wku.edu/theses/649>
- Creemers, B. (2011). *Improving quality in education: Dynamic approaches to school improvement*. NewYork: Routledge
- Creswell, J. W., & Clark, V. P. (2007). *Designing and conduction mixed methods research*. Thousand Oaks, CA: Sage Publication
- Cummings, T.G., & Worley, C.G. (1993). *Organizational development and change*. Minneapolis: West Publishing Company.
- Cummings, T.G., & Worley, C.G. (2005). *Organizational development and change* (8th ed.). California: South-Western Publication.
- Cunningham, M.R., Steinberg, J., & Grey, R. (1980). Wanting to and having to help: Separate motivations for positive mood and guilt-induced helping. *Journal of Personality and Social Psychology*, 38, 181-92.
- Crippon, C. (2005). The democratic schools: First to serve, then to lead. *Canadian Journal of Educational Administration and Policy*, 47, 71-82.
- Crant, J.M. (1995). The proactive personality scale and objective job performance among real estate agents. *Journal of Applied Psychology*, 80, 51-68.
- D'Amato, A & Herzfeldt, R. (2008). Learning orientation, organizational commitment and talent retention a cross generations. *Journal of Managerial Psychology*, 23(8), 929-953.

- Dannhauser, Z., & Boshoff, A. (2008). The relationship between servant leadership, trust, team commitment and demographic variables. Retrieved on September, 7, 2011 from http://www.regent.edu/acad/sis/publications/conference/proceeding/servantleadership_roundtable/2006/pdf/danhauser_boshoff.pdf
- Del Mohamad Reza Azadah., & Akbarpour Malek. (2011). The relationship between servant leadership of managers and employees trust. *Interdisciplinary Journal of Contemporary Research in Business*, 3(6), 525-537.
- Derman, L. (1999). The relationship between the emotional intelligence of family-member managers and business success in family businesses. *Dissertation Abstracts International*, 60-05B, 2397.
- Dimmock, C. (1999). The management of dilemmas in school restructuring: A case analysis. *School Leadership and Management*, 19, 97-113.
- Dinham, S., & Scott, C. (2002). Pressure point: School executive and educational change. *Journal of Educational Enquiry*, 2, 35-52.
- Dries, N., & Pepermans, R. (2007). Using emotional intelligence to identify high potential: A metacompetency perspective. *Leadership and Organization Development Journal*, 28 (8), 749 - 770.
- Drodge, E.N., & Murphy, S.A. (2002). Interrogating emotions in police leadership. *Human Resource Development Review*, 1(4), 420-438.
- Druskat, V.U., & Wolff, S.B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3), 80-90.
- Duff, A. J. (2011). Performance management coaching: Servant leadership and gender implications. *Leadership and Organizational Development Journal*, 8(5), 233-250.
- Dulewicz, V., & Higgs, M. (2003). Leadership at the top: The need for emotional intelligence in organizations. *International Journal of Organizational Analysis*, 11(3), 183-201.
- Durant, M.W. (1999). *Managing organizational change*. Retrieved on July, 18, 2011 from <http://www.crfonline>.
- Dvir, T., Eden, D., Avolio, B.J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735-744
- Eby, L.T., Adam, D.M., Russell, J.E.A., & Gaby, S.H. (2000). Perception of organizational readiness for change: Factors related to employee's reactions to the implementation of team-based selling. *Human Relations*, 53, 419-442

- Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behaviour. *Personnel Psychology*, 57(1), 61-94.
- Elias, S.M., & Mittal, R. (2011). The importance of supervisor support for a change initiative: An analysis of job satisfaction and involvement. *International Journal of Organizational Analysis*, 19(4), 305-316.
- Ellinger, A.E., Keller, S.B., & Bas, A.B.E. (2010). The empowerment of frontline service staff in 3PL companies. *Journal of Business Logistic*, 31(1), 79-90.
- Elliott, R., Watson, J.C., Goldman, R.N., & Greenberg, L.S. (2004). Accessing and allowing experiencing. In R. Elliott & J. C. Watson (Eds.), *Learning emotion-focused therapy: The process-experiential approach to change*, (pp. 169-192). Washington DC: American Psychological Association.
- Evas, P. (1996). Building sustainability change management and leadership skills in education. *Journal of Educational Change*. 6(3), 47-68.
- Fariselli, L., Ghini, M., & Freedom, J. (2006). *Age and emotional intelligence*. Retrieved on Jun, 3, 2011 from http://www.6seconds.org/sei/media/WP_EQ_and_Age.2011
- Farmer, S. W. (2010). Servant leadership and demographic factor. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 71(2-A), 691.
- Feldman, D. C. (1999). *The handbook of emotional intelligent leadership*. Fall Church, VA: Performance Solutions.
- Fernandez-Araoz, C. (2001). The challenging of hiring senior executive. In C. Cherniss, & D. Goleman (Eds.), *The emotionally intelligent workplace*, (pp. 20-45). San Francisco, CA: Josey-Bass.
- Fidell, B., & Messner. (2009). Relationship between educators' organizational commitment, job satisfaction. *Leadership and Organization Development Journal*, 20(3), 523-535.
- Fiedler, F. E., & Garcia, J. E. (1987). *New approaches to effective leadership: Cognitive resources and organizational performance*. New York, NY: John Wiley & Sons.
- Fineman, S. (1993). *Emotion in organizations*. London: Sage Publications.
- Fineman, S. (1999). Emotion and organizing. In S. Clegg, C. Hard, & W. Nord (Eds.), *Studying organizations* (pp. 52-74). London: Sage.

- Fineman, S. (2000a). *Emotion in organizations*. Thousand Oaks, CA: Sage Publications.
- Fineman, S. (2000b). Commodifying the emotionally intelligent. In S. Fineman (Ed.), *Emotion in Organizations* (pp.101-114). Thousand Oak, CA: Sage Publications.
- Flamholtz, E., & Kurland, S. (2006). Making strategic planning work: A case study of countrywide financial. *Handbook of Business Strateg*, 7(1), 187-201.
- Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to change: The restof the story. *Academy of Management Review*, 33, 362-377.
- Foster, R. D. (2007). *Individual resistance, organizational justice and employee commitment to planned organizational change*. (Unpublished doctoral dissertation). University of Minnesota, Minneapolis.
- Frahm, J., & Brown, K. (2007). First steps linking change communication to change receptivity. *Journal of Organizational Change*, 20(3), 370-87.
- Franks, L. (2004). *Grow*. London: Hay House, Inc.
- Fridell, M., Belcher, R. N., & Messner, P. E. (2009). Discriminate analysis gender public school principal servant leadership differences. *Leadership and Organization Development Journal*, 30(8), 722-736.
- Ford, R., Heisler, W., & McCreary, W. (2008). Leading change with the 5P-model. *Cornell Hospitality Quertly*, 49(2), 191-205.
- Fuchs, S., & Edwards, M. R. (2012). Predicting pro-change behaviour: The role of perceived organizational justice and organizational identification. *Human Resources Management Journal*, 22(1), 39-59.
- Fullan, M. (1996). Leadership for change. In K. A. Leithwood, J. Chapman, P. Corson, P. Hallinger, & A. Hart, (Eds.), *International handbook of educational leadership and administration* (pp. 701-722). Boston: Kluwer Academics.
- Fullan, M. (1992). *Sucessfull school improvement*. Buckingham: Open University Press.
- Fullan, M. (2000). The return of large-scale reform. *Journal of Educational Change*, 1, 5-28.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2002). Principals as leader in a culture of change. *Educational Leadership*, May, 2002, 61-85.

- Fullan, M. (2007). *The new meaning of educational change*. New York:Teacher College Press.
- Fullan, M. (2010). *All system go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin Press.
- Fullan, M., & Stielgelbauer, S. (1991). *The new meaning of educational change* (2nd ed.). New York: Teacher College Press.
- Gabriel, Y., & Griffiths, D. S. (2002). Emotion, learning and organizing. *The Learning Organization*, 9(5), 214 - 221.
- Gall, J.P., Gall, M.D., & Borg, W. (2005). *Applying educational research: A practical guide* (5th ed.). Boston: Allyn & Bacon.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 78-98.
- Gates, G. (1995). A review of literature on leadership and emotion: Exposing theory, posing questions, and forwarding an agenda. *The Journal of Leadership Studies*, 2, 98-110.
- Gay, D., & Diehl, E. (1990). *Research method*. New York: Academic Press
- George, J.M., & Bettenhausen, K. (1990). Understanding prosocial behavior, sales performance, and turnover: A group level analysis in a service context. *Journal of Applied Psychology*, 75, 698-709.
- George, S. (1992). *The baldrige quality system*. New York: Wiley.
- George, J.M., & Brief, A.P. (1992). Feeling good - doing good: A conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological Bulletin*, 112, 310-329.
- George, J.M. (2000). Emotions and Leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027- 1054.
- Ghitulescu, B.E. (2013). Making change happen: The impact of work context an adaptive and proactive behaviors. *Journal of Applied Behavioral Science*, 49(2), 206-245
- Gile, T. (2012). Principal leadership in response to intervention (RTI): A mixed method study examining a servant leadership approach to reform. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 73 (4-A),1323.

- Gilley, A., McMillan, H. S., & Gilley, J. W. (2009). Organizational change and characteristics of leadership effectiveness. *Journal of Leadership & Organizational Studies*, 16(1), 38-47.
- Goleman, D. (1998a). What makes a leader? *Harvard Business Review*, 3, 93-102.
- Goleman, D. (1998b). *Working with emotional intelligence*. New York: Bantam.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 8, 78-90.
- Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.). *The emotionally intelligent workplace*. San Francisco: Jossey-Bass.
- Goleman, D. (2011). *Leadership: The power of emotional intelligence*. Boston: Harvard Business School Publishing.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Publishing.
- Goodson, I. (2001). Social histories of educational change. *Journal of Educational Change*, 2, 45-63.
- Goodwin, O. K. (2011). Committed to serve: A descriptive study of the growing presence of servant leadership within a nonprofit organization. *Journal of Educational Change*, 12, 75-96.
- Goodwin, O. K., & Capella, U. (2012). Committed to served: A descriptive study of the growing presence of servant leadership within a nonprofit organization. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 72(10-A), 3818.
- Graetz, F., Rimmer, M., Lawrence, A., & Smith, A. (2002). *Managing organizational change*. Australia: John Wiley & Sons.
- Grant, A. M. (2007). Enhancing coaching skills and emotional intelligence through training. *Industrial and Commercial Training*, 39 (5), 257 - 266.
- Graham, J. W. (1991). Servant leadership in organizations: In apparitional and moral. *Leadership Quaterly*, 2(2), 105 – 119.
- Gray, J. (1990). The quality of schooling: Frameworks for judgments. *British Journal of Educational Studies*, 3(3), 204 - 233.
- Greenleaf, R.K. (1970). *The servant as leader*. Indianapolis, ST: The Robert K. Greenleaf Centre.

- Greenleaf, R.K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Greenleaf, R.K. (1996). *On becoming of servant leadership*. San Francisco: Jossey-Bass.
- Greenleaf, R.K. (1998). *The power of servant leadership*. San Francisco: Berrett-Koehler.
- Grieves, J. (2010). *Organizational change: Themes & issues*. New York: Oxford University Press.
- Gunkel, M., Lusk, E. J., Wolff, B., & Li, I. (2007). Gender specific effect at work: An empirical study of four countries. *Gender, Work and Organization*, 14, 55-76.
- Gunter, H., Brodie, D., Carter, D., Close, T., Farrar, M., Haynes, S., Henry, J., Hollins, K., Nicholson, L., & Walker, G. (2003). Talking leadership. *School Leadership and Management*, 23, 291-312.
- Gyi, M. (1997). *Cross-cultural communication*. Ohio University: Global Perspective College of Communication
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*. New Jersey: Prentice Hall.
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis (7th ed.)*. New Jersey: Prentice Hall.
- Hall, G. E., & Hord, S. M. (2001). *Implementing change: Patterns, principle and potholes*. Boston: Allyn and Bacon.
- Hall, G. E. & George, A. G. (1988, April). *Development of a framework and measure for assessing principal change facilitator style*. Paper session two presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
- Hall, G. E., & George, A. G. (1999). The impact of principal change facilitator style on school and classroom climate. In F. H. Jerome (Ed.). *School climate: Measuring, improving and sustaining healthy* (pp. 50-65). Philadelphia: Falmer Press.
- Hallinger, P. (2004). Meeting the challenges of cultural leadership: The changing role of principals in Thailand. *Discourse: Studies in Cultural Politics of Education*. 25, 98-116.
- Hallinger, P. (2009). Leadership for 21st century schools: From instructional leadership to leadership for learning. *Proceeding 1st Regional Conference on Educational Leadership and Management*, 38-58. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.

- Hallinger, P., & Lee, M. (2013). Exploring principal capacity to lead reform to teaching and learning quality in Thailand. *Journal of Educational Development*, 33(4), 305-315.
- Hallinger, P., & Leithwood, K. (1996). Culture and educational administration: A case of finding what you don't know you don't know. *Journal of Educational Administration*, 34, 98-116.
- Hammer, M., & Champy, J. (1993). *Re-engineering the corporation: A manifesto for business revolution*. New York: Harper Business
- Hargreaves, A. (2000). Editor-in-chief's introduction representing educational change. *Journal of Educational Change*, 1, 1-3.
- Hargreaves, A. (2004). *International handbook of educational change*. London: Kluwer Academic Publisher.
- Hargreaves, A. (2005). Educational change takes ages: Life, career and generation factor in teachers' emotional responses to educational change. *Teaching and Teacher Education*, 21, 967-983.
- Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (2011). *Second international handbook of educational change*. New York: Springer.
- Haringa, D. (2009). *Can organizational change be sustained? A qualitative study of embedding organizational change within the context of public service*. (Unpublished doctoral dissertation). Capella University, San Antonio.
- Harrington, H. J., Conner, D. R., & Horney, N. L. (2000). *Project change management: Applying change management to improvenebt projects*. New York, NY: Mc Graw-Hill.
- Harris, A. (2001). Building capacity for school improvement. *School Leadership and Management*. 21, 261-270.
- Harris, A. (2002). Effective leadership in schools facing challenging context. *School Leadership and Management*, 22, 15-26.
- Harris, A. (2004). Editorial: School leadership and school improvement: A simple and a complex relationship. *School Leadership and Management*, 24, 3-5.
- Harris, M., & Willower, T. (1998). In C. Tedlic & S. Reynolds. *The international handbook of school effectiveness research*. London and New York: Falmer Press.

- Harris, N. V. (2009). *Is emotional intelligence the key to medical sales success? The relationship between emotional intelligence and sales performance*. (Unpublished doctoral dissertation). Capella University, San Antonio
- Harvey, T. (2010). *Resistance to change: A guide to harnessing its positive power*. Lanham, MD: Roman & Littlefield.
- Hawkins, J., & Dulewicz. (2007). Relationship between leadership style, the degree of change experience, performance and follower commitment in Policing. *Leadership and Organizational Development Journal*, 24(4), 739 – 760.
- Haiyan, Q. (2009). The secondary school principalship in China: Leading at the cusp of change. *School Leadership and Management*, 29, 31-50.
- Heck, R. H. (1992). Principals instructional leadership and school performance: Implications for policy development. *Educational Evaluation and Policy Analysis*, 14 (1), 21 - 34.
- Helvacı, M. A. (2009). An evaluation of change in the curriculum in elementary school level in Turkey. *Leadership and Organizational Development Journal*, 24(5), 539 – 560. Retrieved on July, 7, 2011 from www.docstoc.com/docs/56016382.
- Henderson, A. D., Miller, D., & Hambrick, D. C. (2006). How quickly do CEOs become obsolescence in industry dynamism, CEO tenure and company performance. *Strategic Management of Journal*, 27, 447-460.
- Herkenhoff, L. (2004). Culturally tuned emotional intelligence: An effective change management tool? *Strategic Change*, 13, 73-81.
- Hiatt, J.M. (2006). *ADKAR: A model for change in business, government and our community*. Colorado: Prosci Research Loveland.
- Hicthinger, F. M. (1989). Effective schools. In G. A. Davis & M. A. Thomas (Eds.). *Effective schools and effective teachers*. Boston : Ally and Bacon.
- Higgs, M., & Rowland, D (2000). Building change leadership capability: The quest for change competence. *Journal of Change Management*, 1(2), 116-126.
- Hirschhorn, L. (2002). Campaigning for change. *Harvard Business Review*, 80(7), 98-104.
- Hishamuddin Hussein. (2008, Januari 4). Teks ucapan tahun baru 2008 Menteri Pelajaran Malaysia, Pusat Konvensyen Antarabangsa Putrajaya.
- Hochschild, A.R. (1979). Emotion work, feeling rules, and social structure. *American Journal of Sociology*, 85(3), 551-575.

- Hopkins, M. M. (2005). *The impact of gender, emotional intelligence competencies, and styles on leadership success*. (Unpublished doctoral dissertation). Case Western Reserve University, United State of America.
- Hoppet, D., & McLeskey, J. (2013). A case study of principal leadership in an effective inclusive school. *Journal of Special Education*, 46(4), 245-256.
- Horsman, J. H. (2001). Perspective of servant leadership and spirit in organization. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 62(3-A), 1119.
- House, R. J. (1976). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds.). *Leadership: The cutting edge* (pp. 189–207). Carbondale: Southern Illinois University Press.
- House, R. J. (1995). Leadership in the twenty-first century: A speculative inquiry. In A. Howard (Ed.). *The changing nature of work* (pp. 411- 450). San Francisco, CA: Jossey-Bass Publisher.
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, 23(3), 409-473.
- Howatson-Jones, I. L. (2004). The servant leader: Iris Lioba Howatson-Jones explores the concept of leadership in the NHS, and explains why the servant leadership model is particularly applicable. *Nursing Management*, 11(3), 20-24.
- Hoy, W., & Sweetland, S. R. (2001). Organizational health of high school and dimensions of faculty trust. *Journal of School Leadership*, 11(2), 135 – 151.
- Hu, J. L., & Robert, C. (2011). Antecedents of team potency and team effectiveness: An examination of goal and process clarity and servant leadership. *Journal of Applied Psychology*, 96(4), 851-862.
- Hussein Ahmad. (2010). Kepimpinan instruksional pamacu kecemerlangan pendidikan. *Prosiding Kolokium Kebangsaan Kepimpinan Instruksional*, 1-10. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.
- Hussein Mahmood (1993). *Kepimpinan dan keberkesanan sekolah*. Kuala Lumpur, Dewan Bahasa dan Pustaka.
- Huy, Q. N. (1999). Emotional capability, emotional intelligence and radical change, *Academy of Management Review*, 24(2), 325-345.
- IBM Business Consulting Services. (2004). *Your turn – The global CEO study 2004*. New York : International Business Machines Corporation.

- Ibrahim Ahmad Bajunid (2009). Heroic leader, toxic leader, wounded leader, DNA of leadership and all that: The fantasy of the quest. *Proceeding 1st Regional Conference on Educational Leadership and Management*, 20-28. Institut Aminuddin Baki, Kementerian Pelajaran Malaysia.
- Igor, P. G., & Maura, A. (2012). Change-related expectations and commitment to change of nurses: The role of leadership and communication. *Journal of Nursing Management*, 20(5), 582-591.
- Institut Aminuddin Baki. (1997, September). *Profil Pengetua/Guru Besar berkesan*. Kertas kerja dibentangkan oleh Institut Aminuddin Baki di Kementerian Pendidikan Malaysia.
- Institut Aminuddin Baki. (2009). *High impact competency for school leaders in Malaysia*. Institut Aminuddin Baki, Kementerian Pelajaran Malaysia.
- Institut Pengurusan Malaysia. (2005). Retrieved on September, 24, 2011 from www.nim.org.my/news/MR_1289.htm
- Iqbal, J. (2011). *Managing strategic change: A real world case study*. New York: LAP Lambert Academic Publishing.
- Iverson, R. D. (2009). Employee acceptance of organizational change: The role of organizational commitment. *The International Journal of Human Resource Management*, 7(1), 122-149.
- Izani Ibrahim. (2005). *Budaya sekolah cemerlang*. (Tesis sarjana yang tidak diterbitkan). Universiti Kebangsaan Malaysia, Bangi
- Jaafar Muhamad. (1999). *Asas Pengurusan*. Kuala Lumpur: Fajar Bakti.
- Jabatan Perdana Menteri. (2010). *Program Transformasi Kerajaan: Pelan Hala Tuju – Ringkasan Eksekutif*.
- Jaccard, J., Turrisi, R., & Wan, C. K. (1990). *Interaction effects in multiple regression*. Newsbury Park, California: Sage.
- Jae, J. H. (1997). *Emotional intelligence and cognitive ability as predictors of job performance in the banking sector*. (Unpublished master's thesis). Capella University, San Antonio.
- Jainabee Md Kasim. (2009). Kualiti kepimpinan pengetua sekolah-sekolah menengah kebangsaan zon utara, Malaysia. *Proceeding 1st Regional Conference on Educational Leadership and Management*, 269-287. Institut Aminuddin Baki, Kementerian Pelajaran Malaysia.

- Jamelaa Bibi Abdullah & Jainabee Md Kasim. (2013). Sikap terhadap perubahan dalam kalangan pengetua sekolah negeri Pahang. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Ke-20*, 32-42. Institut Aminuddin Baki, Kementerian Pelajaran Malaysia.
- James, D. H., & Arnold, C. B. (2011). Enhancing decisions and decision-making processes through the application of emotional intelligence skills. *Management Decision*, 49(5), 710-721.
- Jamil Ahmad & Norlia Goolamally. (2011). Atribut pemimpin sekolah ke arah kelestarian kepimpinan: Satu analisis faktor. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Ke-18*, 24-35. Institut Aminuddin Baki, Kementerian Pelajaran Malaysia.
- Jansen, K. J. (2004). From persistence to pursuit: A longitudinal examination on momentum during the early stages of strategic change. *Organization Science*, 15(3), 276-294.
- Jasvinder, K. (2010). *A mixed method case study: Bar-On EQ-i framework of emotional intelligence and the school leadership experiences of principals who completed an urban leadership program in northern California*. USA: Proquest Umi Dissertation Publishing.
- Jaworski, J. (1996). *Synchronicity*. San Francisco, CA: Berrett-Koehler.
- Jemaah Nazir dan Jaminan Kualiti (2010). *Standard kualiti pendidikan Malaysia 2010*. Putrajaya: Kementerian Pelajaran Malaysia
- Joesoef, S., (2009). School leadership challenges towards learning for 21st century. *Proceeding 1st Regional Conference on Educational Leadership and Management*, 9-18. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.
- Jolly, A. L. (2001). *Mindfulness and meditation as a tool for stress reduction and employee effectiveness*. (Unpublished master's thesis). Pepperdine University, Phoenix.
- Johnson, B. C., & Nelson, J. K. (1986). *Practical measurement for evaluation in physical education (4th ed.)*. USA: Burgess Publishing.
- Johnson, B., & Christensen, L. (2005). *Educational research: Quantitative, qualitative, and mixed approaches (2nd ed.)*. Boston, MA: Pearson Education Inc.
- Jones, G. R. (2007). *Organizational theory, design, and change (5th ed.)*. New Jersey: Pearson Prentice Hall.
- Jones, N. (1999). The changing role of the primary school head. *Educational Management and Administration*, 27, 441-451.

- Jordan, P.J. (2005). Dealing with organisational change: Can emotional intelligence enhance organisational learning? *International Journal of Organisational Behaviour*, 8(1), 456-471.
- Jordan, P.J., Ashkanasy, N.M., & Hartel, C.E.J. (2002). Emotional intelligence as a moderator of emotional and behavioural reaction to join insecurity. *Academy of Management Review*, 27, 361-372.
- Jordan, P.J., Ashkanasy, N.M., & Hartel, C.E.J. (1999). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. In P. Moriarty, & P. Buckley. (2003). Increasing team emotional intelligence through process. *Journal of European Industrial Training*, 34, 98-110.
- Jorfi, H., & Jorfi, M. (2012). Management: A study of organizational culture and leadership between emotional intelligence and communication effectiveness. *Journal of Management Research*, 4(1), 34-45.
- Joseph, P. T. (2007). *EQ and leadership*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Joseph, V. C., Amy, Y. C., & Chan, P. C. (2000). A critical evolution of emotional intelligence construct, personality and individual difference. *Journal of Research on Humanities and Social Sciences*, 28, 539-561.
- Joyce, B. (1993). *The self renewing school*. VA: Association of Curriculum Development
- Judson, S. (1991). *Changing behaviour in organisations: Minimizing resistance to change*. Cambridge: Basis Blackwell.
- Juran, J. M., & Gyrna, F. M. (1993). *Quality planning and analysis: From product development through*. New York: McGraw Hill School Educational Group.
- Kale, S. (2005). Change management: Antecedents and consequences in casino CRM. *UNLV Gaming Research and Review Journal*, 9(2), 55-67.
- Kantrowitz, B., & Wingert, P. (2000, June). Curing senioritis. *Newsweek*, 136(24), 60-61.
- Kanungo, R. N. (1998). Leadership in organizations: Looking ahead to the 21st century. *Canadian Psychology*, 39(2), 71-82.
- Karp, T., & Helgo, T. I. T. (2008). From change management to change leadership: Embracing chaotic change in public service organization. *Journal of Change Management*, 8(1), 85-96.
- Katrin, P. (2002). *Differences in management: Do male female have different leadership style*. Retrived on July, 25, 2011 from <http://masters.donntu.edu.ua/2002/fem/puliaeva/artivle.rtf>

- Katz, D., & Kahn, R.L. (1978). *The social psychology of organization* (2nd ed.). New York: Pearson Education Inc.
- Kementerian Pelajaran Malaysia. (2006). *Pelan Induk Pembangunan Pendidikan 2006-2010: Merintis Pembaharuan - Satu Misi Nasional*.
- Kementerian Pelajaran Malaysia (2007). *Ringkasan Pembangunan Pendidikan 2001 - 2010: Perancangan bersepadu penjana kecemerlangan pendidikan*.
- Kementerian Pelajaran Malaysia. (2012). *Pelan Pembangunan Pendidikan Malaysia 2013-2025: Ringkasan Eksekutif*.
- Kenny, D. A., & Zaccaro, S. J. (1983). An estimate of variance due to traits in leadership. *Journal of Applied Psychology*, 68, 678-685.
- Kerber, K., & Buono, A. F. (2005). Rethinking of organizational change: Reframing the challenge of change management. *Organization Development Journal*, 23(3), 23-35.
- Kerollos, J. (2012). *The management and sustainability of organizational change in primary care adoption of electronic medical record systems*. Retrived on July, 2, 2012 from www.digitalcommons.mcmaster.ca/cgi/view_content.cgi?article=7933&context-opendissertations.
- Khair Mohamad Yusuf (2009). Technology-abled innovations for future educational leaders, administrations and managers. *Proceeding 1st Regional Conference on Educational Leadership and Management*, 29-37. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.
- Khair Mohamad Yusuf (2011). Ucapan utama Kolokium Kebangsaan Kepimpinan Instruksional ke-7. *Prosiding Kolokium Kebangsaan Kepimpinan Instruksional Ke-7*, 1-12. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia.
- Khalid Daif & Norhafezah Yusof. (2011). Change in higher learning institutions: Lecturers commitment to organizational change. *International Journal of Business and Social Science*, 2(21), 182-194.
- Khalid Johari. (2003). *Penyelidikan dalam pendidikan. Konsep dan prosedur*. Selangor: Prentice Hall
- Khalili, A. (2011). Gender differences in emotional intelligence among employee of small and medium enterprise: An empirical study. *Journal of Management*, 29(3), 355-370.
- Kie, L.S. (2012). *Hubungan antara servant leadership guru kanan dengan keberkesanan kerja berpasukan dalam kalangan guru sekolah menengah di daerah Miri, Sarawak*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia. Sintok.

- Kirkman, B. L., Jones, R.G., & Shapiro, D. L. (2000). Why do employees resist team? Examining the “resistance barrier” to work team effectiveness. *International Journal of Conflict Management*, 11 (1), 74-92.
- Kleckler, M. B., & Loadman, W. E. (1999). Measuring principles’ openness to change on three dimensions: Affective, cognitive and behavioural. *Journal of Instructional Psychology*, 4, 213-225.
- Knodel, T. (2004). Preparing the organizational “soil” for measurable and sustainable change: Business value management and project governance. *Journal of Change Management*, 4(1), 45-62.
- Knudsen, B. P. (2003). A change management effort in organization large public organization: An exploration of the perception of needed skills for Management change. *Journal of Educational Change*, 8, 25-43.
- Konezak, L. J., Stacy, D. J., & Trust, M. L. (2000). Defining and measuring empowering leaders behaviours: Development of an upward feedback instrument. *Educational and Psychological Measurement*, 60, 301-313.
- Kool, M., & Dierendonck, D. V. (2012). Servant leadership and commitment to change, the mediating role of justice and optimism. *Journal of Organizational Change Management*, 25(3), 422-433.
- Koslowsky, M. (1998). *Modeling the stress – strain relationship in work settings*. New York: Routledge
- Kotter, J. P. (1990). *A force for change: How leadership differs from management*. NY: New York Press.
- Kotter, J.P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Kotter J. P. (2008). *A sense of urgency*. Boston: Harvard Business School Press.
- Kotter, J.P., & Cohen, D. S. (2012). *The hearts of change: Real-life stories of how people change their organizations*. Boston: Harvard Business School Press.
- Kouzes, J. M., & Posner, B. Z. (2011). *The five practices of exemplary leadership*. San Francisco: Pfeiffer
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational Psychology Measurement*, 3, 607- 610.
- Kritsonos, A. (2005). Comparison of change theories. *International Journal of Management, Business, and Administration*, 8(1), 1-7.

- Kuhn, M. S. (2012). *Leading school through generational lens: Perceptions of principals' change leadership disaggregated by principal generation*. (Unpublished doctoral dissertation). University of Denver, Colorado.
- Kunze, F., Boehm, S., & Bruch, H. (2010). Age, resistance to change and job performance: Testing for a common stereotype. *Academy of Management Annual Meeting Proceeding*, 7, 1-6.
- Laborde, G., & Norma, J. (2009). A study of the leadership between leaders gender, their environment and their leadership style. *Dissertation Abstract International Section A: Humanities and Social Science*, 69(11-A), 4539.
- Lakomski, G. (2001). Organizational change, leadership and learning: Culture as cognitive process. *The International Journal of Educational Management*, 15, 68-77.
- Lam, L. T., & Kirby, S. L. (2002). Is emotional intelligence an advantage? An exploration of the impact of emotional and general intelligence on individual performance. *The Journal of Social Psychology*, 142(1), 133-143.
- Landy, F.J. (2005). Some historical and scientific issues related on emotional intelligence. *Journal of Organizational Behavior*, 26, 411 - 424.
- Lattuch, F., & Young, S. (2010). Young professionals perceptions towards organizational change. *Leadership and Organization Development Journal*, 32(6), 605-627.
- Laub, J. (1999). *Assessing the servant organization: Development of the servant organizational leadership assessment (SOLA) instrument*. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database. (UMI 9921922).
- Laurie, B. L. (2011). *Job satisfaction and organizational commitment: An empirical investigation of the effects of servant leadership in distance education programs*. (Unpublished doctoral dissertation). Capella University, San Antonio.
- Law, L., & Walker, A. (2005). Different value, different ways-principal problem solving and education reform. *International Studies in Educational Administration*, 33, 62-78.
- Leithwood, K., Bauer, S., & Riedlinger, B. (2006). Developing and sustaining school principals. In. B. Davies (Ed.). *Sustaining and developing leaders* (pp.120-145). London: Sage.
- Leithwood, K., Steinbach, R., & Ryan, S. (1997). Leadership and team learning in secondary schools. *School Leadership and Management*, 17, 303-325.

- Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., & Fullan, M. (2004). Strategic leadership for large scale leadership: The case of England's National Literacy and Numeracy Strategy. *School Leadership and Management*, 24, 57-79.
- Lewin, K. (1947). Group decision and social change, In T.M. Newcomb & E.L. Hartley (Eds.), *Reading in social psychology* (pp. 43-58). New York: Henry Holt.
- Lewin, K. (1997). Field theory and learning, In D. Cartwright (Ed.), *Field theory in social science and selected theoretical papers* (pp. 212-230). Washington, DC: American Psychological Association.
- Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multilevel assessment. *Leadership Quarterly*, 19, 161-177.
- Lim, T. S. (2011). *Gender differences in emotional intelligence: Are you as smart as you think emotionally?* (Unpublished project paper). Universiti Tun Abdul Razak (UNITAR), Kuala Lumpur.
- Lines, R. (2007). Using power to install strategy: The relationship between expert power, position power, influence tactics and implementation success. *Journal of Change Management*, 7(2), 143-160.
- Linstead, S., Brewis, J., & Linstead, A. (2005). Gender in change: Gendering change. *Journal of Organizational Change Management*, 18 (6), 542-560.
- Liou, S. M., Yang, Y. J & Lin, G. J. (2010, May). A study on the relationship between teachers' servant leadership and teacher commitment. *34th Annual Pacific Circle Consortium Conference Proceeding*, 56-68. Southern Oregon University, Oregon.
- Littlejohn, S.W. (1995). *Theories of human communication* (3rd ed.). Belmont, CA: Wadsworth Publishing Company.
- Liu, Y. (2011). When change leadership impacts commitment to change and when it doesn't: A multi-level multi-dimensional investigation. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 71(7-A), 2543.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. New Jersey: Prentice Hall.
- Logdson, A.G. (2011). Moral development, age and level of education on servant leadership behaviour. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 72 (4-A), 11322.
- Lok, P., & John, P.C. (2004), The effect of organizational culture and leadership style in job satisfaction and organizational commitment: A cross – national comparison. *Journal of Management Development*, 23(4), 321-338.
- Louis, S.K. (2003). School leaders facing real change: Shifting geography, uncertain paths. *Cambridge Journal of Education*, 33, 371-382.

- Lunenburg, F.C. (2010). Force for and resistance to organizational change. *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-10.
- Macaux, W. (2012, October). *Transformational and the role of leadership*. Retrived on May, 12, 2013 from www.generativity.com/blog/bid/197840/transformation-and-the-role-of-leadership.
- Mandell, B., & Phermani, S. (2003). Relationship between emotional intelligence and transformasional leadership style: A gender comparison. *Journal of Business and Psychology*, 16 (1), 21-33.
- Mariani Md Nor. (2002). Kepimpinan psikologi dalam organisasi sekolah: Kesedaran psikologi dalam kepimpinan sekolah. Dalam Sufean Husin (Ed.), *Inovasi dasar pendidikan: Perspektif sistem dan organisasi*, (pp. 177-189). Kuala Lumpur: Penerbit Universiti Malaya.
- Marie, E. (2012). Principals' servant leadership and teachers' job satisfaction. *Dissertation Abctract International Section A: Humanities and Social Sciences*, 73(5-8), 3080.
- Marks, M. I. (2007). A framework of facilitating adaptation to organizational transition. *Journal of Organizational Change Management*, 20(5), 721-739.
- Marjolein, K., & Direndonck, D. V. (2012). Servant leadership and commitment to change, the mediating role of justice and optimism. *Journal of Change Management*, 25(3), 85-102.
- Markovic, M. R. (2008). Managing the organizational change and culture in the age of globalization. *Journal of Business Economics and Management*, 9(1), 3-11.
- Marof Redzuan & Fataneh Najhavi. (2011). The relationship between gender and emotional intelligence. *World Applied Sciences Journal*, 15(4), 555-561.
- Marzano, R. J., & Waters, T. (2010). *District leadership that works: Striking the right balance*. IN: Sokution Tree.
- Matson, Z., Donmez, B., Savan, B., Photiadis, D., Faraham, E., & Dafoe, J. (2012). Social drivers of technology adoption and use it the workplace productivity contex. *Proceeding of the Human Factor and Ergonomics Society Annual Meeting*, 57-70, Miami, Florida.
- Maxwell, J. C. (2009). *The 21 indispensable qualities of a leader*. Kuala Lumpur: PTS Profesional Publishing Sdn. Bhd.
- Mayer, J.D., & Bremer, D. (1985). Assessing mood with affect-sensitive tasks. *Journal of Personality Assessment*, 1(49), 95-99.

- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267-298.
- Mayer, J.D., DiPaolo, M., & Salovey, P. (1990). Perceiving affective content in ambiguous stimulation: A component of emotional intelligence. *Journal of Personality Assessment*, 54 (3&4), 772-781.
- Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89-113.
- Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59, 507-536.
- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence. In P. Salovey, & D. Sluyter (Eds.). *Emotional development and emotional intelligence: Educational Implications*, 3-34. New York: Basicbooks, Inc.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (1999). *Mayer, Salovey, Caruso emotional intelligence test: Research version 1.1 manual (2nd ed.)*. Toronto: Multi-Health Systems.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000a). Emotional intelligence as zeitgeist, as personality, and as a mental ability. In R. Bar-On and J. Parker (Eds), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. (pp. 92-117). San Francisco, California: Jossey-Bass Inc.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000b). *Mayer, Salovey, Caruso emotional intelligence test: Research version 1.1 manual (3rd ed.)*. Toronto: Multi-Health Systems.
- Mayer, J. D., Salovey, P., & Caruso, D. (2000c). Models of emotional intelligence. In R. J. Sternberg (Ed.) *Handbook of intelligence* (pp. 396-420). New York, NY: Cambridge University Press.
- Mayer, J. D., Salovey, P., Caruso, D., & Cherkasskiy, L. (2011). Emotional intelligence. In R.J. Sternberg & S. B. Kaufman. *The cambridge handbook of intelligence* (pp. 230-255). New York: Cambridge University Press.
- Mazlan Ismail. (2005). *Pengurusan perubahan kurikulum: kajian kes di dua buah sekolah menengah daerah Rompin, Pahang*. (Tesis Sarjana yang tidak diterbitkan). Universiti Malaya, Kuala Lumpur.
- McCuddy, M. K. & Cavin, M. C. (2009). The demographic context of servant leadership. *Journal of the Academy of Business Economics*, 9(2), 129-139.
- McLaughlin, M., & Talbert, J. (2006). *Building school-based learning communities*. New York: Teachers College Press.

- McNabb, R., & Taylor, K. (2011). Workplace performance, worker commitment and loyalty. *Journal of Economics and Management Strategy*, 20 (3), 925-955.
- McShane, S. L., & Von Glinow, M. A. (2010). *Organizational behavior* (5th ed). New York: Mc Graw Hill/Irwin.
- Meaney, M., & Pung, C. (2008). McKinsey global result: Creating organizational transformation. *The McKinsey Quarterly*, August, 1-7.
- Melchar, D. E., & Bosco, S. M. (2010). Achieving A high organization performance through servant leadership. *The Journal of Business Inquiry*, 9(1), 74-88.
- Mento, A. J., Jones, R. M., & Walter, D. (2002). A change management process: Grounded in both theory and practice. *Journal of Organizational Change Management*, 3(1), 45-59.
- Mestry, R. & Grobler, B. (2004). Collaboration and communication as effective strategies for parent involvement in public school. *Educational Research and Reviews*, 2(7), 176 – 185.
- Metre, C. (2009). Deriving value from change management. *Journal of Science in Organizational Dynamics*, 5(1), 1-47.
- Metwally, D. (2012). Leadership and managing change: Does gender make a real difference in Egypt? *The Business Review, Cambridge*, 19(2), 101-114.
- Md. Rozman Yusof. (2007). *Relationship between emotional intelligences and organizational commitment and job performance among administrators in a Malaysian Public University*. (Unpublished doctoral dissertation). Universiti Putra Malaysia, Serdang.
- Moffett, P. (2000). Sustaining change: The answers are blowing in the wind. *Educational Leadership*, 57(7), 35-38.
- Mohamad Sani Ibrahim. (2004). *Ciri-ciri sekolah berkesan*. Bangi: Universiti Kebangsaan Malaysia.
- Mohamad Sani Ibrahim & Mohd Jasmy Abd. Rahman. (2002, Disember). *Pengetua dan pembestarian sekolah*. Kertas kerja dibentangkan pada sesi kedua di Seminar Nasional Pengurusan dan Kepimpinan Pendidikan, Kuala Lumpur.
- Mohd. Azhar Abd. Hamid. (2004). *EQ: Panduan meningkatkan kecerdasan emosi*. Bentong: PTS Publications.

- Morrison, K. (2002). *School leadership and complexity theory*. London : Routhledge Falmer.
- Mortimore, P., Sammons, S., Stoll, L., Lewes, D., & Ecobn, R. (1989). A study of effective junior school. *International Journal of Educational Research*, 13(5), 153-168.
- Mujtaba, B. G., Khanfar, N. M., & Khanfar, S. M. (2010). Leadership tendency of government employee in Oman: A study of task and relationship based on age and gender. *Public Organization Review*, 10(2), 173-190.
- Myazaitul Akma Muhammad. (2011). *Satu kajian kes mengenai amalan budaya berkualiti dan implikasinya*. Retrived on August, 25, 2012 from www.mara.gov.my/c/document-library/get-file
- Myers, P., Hulks, S., & Wiggins, L. (2012). *Organizational change: Perspectives on theory and practice*. United Kingdom: Oxford University Press.
- Naimatullah, S., & Ghulam, S. S. (2010). Relationship between employee rediness for organizational change, supervisor and peer relations and demography. *Journal of Enterprise Information Management*, 23(5), 640-652.
- Nelissen, P., & Van Selm, M. (2008). Surviving organizational change how management communication help balance mixed feeling. *Corporate Communication: An International Journal*, 13(3), 306-318.
- Neubert, J. J., Carlson, D. S., Kacmar, L. M., Roberts, J. A., & Chonko, L. B. (2009). The virtous influence of ethical leadership behaviour: Evidence from the field. *Journal of Business Ethics*, 90, 157-170.
- Newmann, F., King, B., & Youngs, P. (2000, June). *Professional development that addresses school capacity*. Kertas kerja yang dibentangkan pada mesyuarat tahunan American Educational Research Association, New Orleans.
- New Trends in Management. (2013). Retrived on October, 23 from [www. NewTrends in Management%20-%20change%20Management.model.htm](http://www.NewTrends in Management%20-%20change%20Management.model.htm)
- Niessen, C., Swarowsky, C., & Leiz, M. (2010). Age and adaptation to changes in the workplace. *Journal of Managerial Phychology*, 25(4), 356-383.
- Nik Azis Nik Pa & Noraini Idris. (2008). *Perjuangan memperkasakan pendidikan di Malaysia: Pengalaman 50 tahun merdeka*. Kuala Lumpur: Utusan Publication.
- Noor, A. M., Uddin, M. I., & Shamaly, S. S. (2011). Leadership style and emotional intelligence: A gender comparison. *European Journal of Business and Management*, 3(10), 68-80.

- Noraini Idris. (2010). *Penyelidikan dalam pendidikan*. Kuala Lumpur: McGraw Hill (Malaysia) Sdn. Bhd.
- Noraini Misran & Azman Othman. (2011). Hubungan ciri-ciri kepimpinan berorientasikan pekerja terhadap kejayaan projek di kalangan kontraktor dalam industri pembuatan. *International Conference on Management (ICM) Proceeding*, 58-71. Universiti Malaysia Pahang, Kuantan.
- Northouse, P. G. (1997). *Leadership theory and practice*. London: Sage Publications.
- Nor Kamar Nordin. (2008). *Pembestarian di sebuah sekolah daerah Jempol Negeri Sembilan: Peranan pengetua sebagai fasilitator perubahan*. (Tesis sarjana yang tidak diterbitkan). Universiti Malaya, Kuala Lumpur.
- Norsidah Mohd Noordin. (2008). *Relationship between emotional intelligence, leadership behaviour and organizational commitment with organizational readiness for change in Malaysian Institute of Higher Learning*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Putra Malaysia, Serdang.
- Nurfarhana Salleh. (2009). *Demographic variables and servant leadership attributes: A case study at University Utara Malaysia*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Nutall, J. (2004). Modes of interpersonal relationship in management organizations. *Journal of Change Management*, 4(1), 15-29.
- Odiorne, G. S. (1981). *The change resisters: How they prevent progress and what managers can do about them*. New Jersey: Prentice-Hall.
- Olsen, B., & Sexton, D. (2009). Threat rigidity, school reform, and how teachers view their work inside current education policy contexts. *American Educational Reserch Journal*, 46 (1), 9-44.
- Opengart, R. (2003). Workforce development: Emotional Intelligence and emotion work. In S. Lynham, & T. Egan (Eds.), *Proceedings of the Academy of Human Resource Development*, 651-658. Minneapolis, MN: Academy of Human Resource Development.
- Oplatka, I. (2003). School change and self renewal: Some reflections from life stories of woman principals. *Journal of Educational Change*, 4, 25-43.
- Oplatka, I. (2005). Imposed school change and self renewal: A new insight on successful implementation of change in schools. *School Leadership and Management*, 25, 171-190.
- Ostrem, L. M. (2006). *Servant leadership and work-related outcomes: A multilevel models*. (Unpublished doctoral dissertation). Universiti of Nebraska - Lincoln, Nebraska.

- Oswald, L. J. (1996). *Work teams in schools*. ERIC Digest, 103. ERIC Clearinghouse on Educational Management, Eugene, Oreg. (ERIC Documentet Reproduction Service No. ED 391226).
- Page, D., & Wong, P. (2000). A conceptual framework for measuring servant-leadership. In S. Adjibolosoo (Ed.), *The human factor in shaping the course of history and development*. Lanham, MD: University Press of America.
- Paglis, L. L., & Green, S. G. (2002). Leadership self efficacy and managers motivation for leading change. *Journal of Organization Behavior*, 23, 215-235.
- Palmer, I., Dunford, R., & Akin, G. (2009). *Managing organizational change: A multiple perspectives approach*. New York: McGraw-Hill.
- Palmer, J. M., & Wall, E. D. (2011). School change and emotional intelligence. *Social Science Journal*, 26(3), 171-181.
- Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2000). Emotional intelligence and effective leadership. *Leadership and Organizational Development Journal*, 22 (1), 5-10.
- Pant, L. P. (2010). *Assessing innovations in international research and development practice working*. Working Paper Series. Canada: United Nation University.
- Parish, J.T., Cadwalladaer, S. & Busch, P. (2008). Want to, need to, ought to: Employee commitment to organizational change. *Journal of Organizational Change Management*, 12(1), 32-52.
- Park, J. H. & Jeung, D.W. (2013). School reform, principal leadership and teacher resistance: Evidence from Korea. *Asia Pasific Journal of Education*, 33(1), 34-52.
- Parolini, J. C. (2005). *Investigating the relationship among emotional intelligence, servant leadership bahviours and culture*. Servant leadership roundtable, Regent University, School of Leadership Study. Retrieved on May, 2, from [http:// www.regent.edu/aca/global/publications/sl_proceedings/2005/parolini_invest.pdf](http://www.regent.edu/aca/global/publications/sl_proceedings/2005/parolini_invest.pdf)
- Pekerti, A. A. (2009). Exploring servant leadership across cultures: Comparative study in Australia and Indonesia. *The International Journal of HRM*, 2(5), 754-780.
- Peretmode ,V. F. & Ikoya, P. O. (2010). Managing Nigerian Secondary School Reform. *Journal of Organizational Change Management*, 14(5), 62-82.
- Perry, J., & Porter, L. (1982). Factors affecting the context for motivation in public organization. *Academy of Management Review*, 7, 89-98.

- Peter, J. & Rosie, L. (2005). School leaders use the emotional literacy to manage transition. *The International Journal of Learning*, 12(4), 67-84.
- Peterson, K. D. (1989). *Secondary principals and instructional leadership: Complexities in a diverse role*. National Center on Effective Secondary Schools: Madison, WI.
- Peterson, K. D., & Deal, T. E. (1998). How leaders influence the culture of schools. *Educational Leadership*, September, 28 - 30.
- Pfeifer, T., Schmitt, R., & Voigt, T. (2005). Managing change quality- oriented design of strategic change process. *The TQM Magazine*, 17(4), 297-308.
- Phapruke, U. (2011). Building organization innovation of electronic businesses in Thailand: How does it affect firm performance. *International Journal of Business Strategy*, 11(1), 48-68.
- Piderit, S. K. (2000). Rethinking resistance and recognizing ambivalence: A multidimensional view of attitude toward an organizational change. *Academy of Management Review*, 25(4), 783-795.
- Pillay, J., & Braganza, A. (2008). Informing strategic is change: Towards a 'meta-learning' framework. *Journal of Strategic Information System*, 21(1), 58-71.
- Poon, J. M. L. (2004). Career commitment and career success: Moderating role of emotion perception. *Career Development International*, 9, 374-390.
- PPSMI. (2012). *Pengajaran dan pembelajaran sains dan matematik dalam bahasa Inggeris*. Retrieved on Mac, 23 from ms.wikipedia.org/wiki/Pengajaran-dan-Pembelajaran-Sains-dan-Matematik-dalam-Bahasa-Inggeris.
- Prestine, N. A. (1994). *Shared decision making in restructuring essential schools: The role of the principal*. Paper session 5 presented at the Annual Conference of University Council for Educational Administration, Baltimore.
- Prosci Change Management Series. (2007, September). Retrieved on May, 23, 2012 from [change – menegement.com/prosci-change-series.pdf](http://change-management.com/prosci-change-series.pdf)
- Pugh, D. (2009). Understanding and managing change through organizational development. In D. Pugh, & D. Mayle. (Eds.), *Change Management* (pp. 61-68). New York, NY: Guilford Press.
- Purkey, S. C., & Smith, M. S. (1983). Effective school: A review. *The Elementary School Journal*, 85(3), 427 - 452.

- Puusa, A., Kultinen, M., & Kuusela, P. (2013). Paradoxical change of construction of identity in an educational organization. *Educational Management Administration and Leadership*, 41(2), 165-178.
- Quader, M. S. (2011). Leadership style and emotional intelligence: A gender comparison. *Annamalai international Journal of Business Studies and Research*, 3(1), 1-14.
- Rafaeli, A., & Sutton, R. I. (1987). Expression of emotion as part of the work role. *Academy of Management Review*, 12, 23-37.
- Rahim, M. A., & Psenicka, C. (1996). A structural equation model of leader power, subordinates' styles of handling conflict, and job performance. *International Journal of Conflict Management*, 12(3), 191-211.
- Radhy Fauzah. (2011). Emotional intelligence as a factor influencing sales persons performance in Indonesia. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Rahyu Imrani. (2004). *Evaluation of emotional intelligence according to individual differences*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Rapisarda, B. A. (2002). The impact of emotional intelligence on work team cohesiveness and performance. *The International Journal of Organizational Analysis*, 10(4), 363-379.
- Rennaker, M. A. (2008). Listening and persuasion: Examining the communicative pattern of servant leadership. *Dissertation Abstracts International Section A: Humanities and science social*, 69, (4-A).
- Retallick, J., & Fink, D. (2002). Framing leadership: Contribution and impediments to educational change. *International Journal of Leadership in Education*, 5, 91-104.
- Rezzaq, J., & Forde, C. (2013). The impact of educational change on school leaders: Experiences of Pakistani school leaders. *Educational Management Administration and Leadership*, 41(1), 67-78.
- Richesin, J. (2011). *Assesing the implementation of a non-profit organization change initiative using Kotter's 8 step models*. (Unpublished undergraduate honours thesis). Capella University, Minnesota.
- Riketta, M. (2005). Organizational identification: A meta-analysis. *Journal of Vocational Behaviour*, 6(2), 358-384.
- Rivera, J. H. (2003). Agression, violence, evil and peace. In. T. Million & M. J. Lerner. (Eds.), *Comprehensive Handbook of Psychology, Personality and Social Psychology*, 5, 569-598.

- Sazali Yusof. (2005). *Pengaruh kecerdasan emosi, efikasi sendiri terhadap iklim organisasi*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Sains Malaysia, Pulau Pinang.
- Sazali Yusof. (2006). Kecerdasan emosi guru besar. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan ke-13*, 43-54. Institut Aminuddin Baki: Kementerian Pelajaran Malaysia
- Schein, E.H. (1996). Kurt Lewin's change theory in the field and in the classroom: towards a model of management learning. *Systems Practice*, 91, 27-47.
- Schein, E.H. (2004). *Organization culture and leadership* (3rd ed.). San Francisco, CA: Jessey – Bass.
- Schein, E.H. (2010). *Organization culture and leadership* (4th ed.). San Francisco, CA: Jessey – Bass.
- Schmidt, D. C. (1977). *Organizational change and the role of emotional intelligence*. Paper session 3 presented at the Academy of Management Meeting, Boston.
- Sekaran, U. (2000). *Research method for business; A skill building approach* (2nd ed.). New York: John Wiley & Son Inc.
- Sekaran, U., & Bougie, R. (2009). *Research method for business; A skill building approach* (5th ed.). New York: John Wiley & Son Inc.
- Self, D. R., Armenakis, A. A., & Schraeder, M. (2007). Organizational change content, process and context: A simultaneous analysis of employee reaction. *Journal of Change Management*, 7(2), 211- 225.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Sergiovanni, T. J. (1976). *Factors which effect satisfaction department leadership: concept and practices*. London: Allyn and Bacon.
- Sergiovanni, T. J. (1990). Adding value to leadership gets extraordinary results. *Educational Leadership*, 47(8), 23-27.
- Sergiovanni, T. J. (1996). Leadership basic for principals and their staff. *The Educational Forum*, 60(3), 267 - 270.
- Servinc, I. (2001). *The effect of emotional intelligence on career success: Research on the 1990 graduate of Business Administration Faculty of Istanbul University*. (Unpublished master's thesis). Istanbul University, Istanbul.
- Shahril Marzuki. (2000). Kepimpinan pengajaran di kalangan pengetua. *Jurnal Institut Pengetua, Universiti Malaya* 1(1), 7-17.

- Shamir, B., House, R., & Arthur, M. (1993). The motivational effects of charismatic leadership: A self-concept based theory. *Organizational Science*, 4, 1-17.
- Shavinina, L. (2013). How to develop innovators? Innovation education for the gifted. *Gifted Education Innovational*, 29(1), 54-68.
- Shin, J., Taylor, M., & Myeong, Gu Seo. (2012). Resources for change: The relationship of organization inducements and psychological resilience to employees attitudes and behaviour towards organizational change. *Academy of Management Journal*, 55(3), 727-748.
- Shum, P., Bove, L., & Auh, S. (2008). Employees affective commitment to change: The key to successful CRM implementation. *European Journal of Marketing*, 42(11-12) 1346-1371.
- Sidra, A., Zuhair, M. F., Noman, S., & Sajid, A. (2012). Role of leadership in change management process. *Abasyn Journal of Social Sciences*, 5(2), 111-124.
- Silins, H. C. & Harvey, K. (2000). Perception of effectiveness: A study of schools in Victoria. *Journal of American Academy of Business, Cambridge*, 3, 392-412.
- Sirkin, H., Keenan, P., & Jackson, A. (2005). The hard side of change management. *Harvard Business Review*, October, 109-130.
- Sitarenios, G. (2000). *Emotional intelligence in the prediction of placement success in the company. Business incentives*. Toronto, Canada: Multi-Health Systems.
- Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership in excellent organization. *Leadership & Organization Development Journal*, 23(3/4), 198-205.
- Smith, I. (2010). Organizational quality and organizational change: Interconnecting path to effectiveness. *Journal of change management*, 6(8), 214-234.
- Smith, I. (2011). Organizational quality and organizational change: Interconnecting path to effectiveness. *Library Management*, 32(1), 111-128.
- Smollan, R. K. & Panny, K. (2011). Follower perceptions of the emotional intelligence of change leaders: A qualitative study. *Leadership*, 7(4), 435-462.
- Smollan, R. K. & Sayers, J. G. (2009). Organizational culture, organizational change and emotions: A qualitative study. *Journal of change management*, 9(4), 435-457.
- Smylie, M. A. (2010). *Continuous school improvement*. Thousand Oaks, CA: Corwin Press.
- Soder, R. (1999). *Educational renewal (special edition)*. Philadelphia: Delta Kappan.

- Sosik, J. J., & Magerian, L. E. (2013). Emotion regulation and its implications for leadership: An integrative review and future research agenda. *Journal of Leadership and Organizational Studies*, 1, 287-303.
- Spears, L. C. (1998). *The power of servant leadership*. San Francisco: Berrett-Koehler Publisher.
- Spencer, L. & Spencer, S. (1993). *Competence at work*. New York: John Wiley.
- Srivastava, S. (2013). Job satisfaction and organizational commitment relationship: Effect of personality variables. *Vision: The Journal of Business Perspective*, 17(2), 159-167.
- Stanton, P., Young, S., Bartram, T. & Leggart, S.G. (2010). Singing the same song: translating HRM message a cross management hierchiess in Australian hospitals. *International Journal of Human Resource Management*, 21(4), 567-581.
- Steel, P. (1997). Refining the relationship between personality and subjective well-being. *Psychological Personality*, 134(1), 138-161.
- Stein, S. J. (2002). The EQ factor: Does emotional intelligence make you a better CEO? In R. J. Sternberg (ed.). *Handbook of human intelligence* (2nd ed.) (pp. 396-420). New York: Cambridge
- Stephen, B., Jawaid, B. H., Erik, K., Katharina, N., & Magnus, S. (2010). The important of commitment to change in public reform: An example from Pakistan. *Journal of Change Management*, 10(4), 347-368.
- Stone, A. G., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A different in leader focus. *Leadership & Organizational Development Journal*, 25(4), 349.
- Stoner, M. R. (1989). *Internship handbook and policy statement*. Ohio: Mount Vernon Nazarene Coll.
- Strebel, P. (1996). Why do employees resist change? *Harvard Business Review*, 74(3), 86-92.
- Su Faizah Sukor. (2009). *Hubungan antara kecerdasan emosi dengan gaya pengurusan konflik di kalangan kakitangan JKR Malaysia*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Sufean Hussin. (2004). *Pendidikan di Malaysia: Sejarah, sistem dan falsafah* (2nd ed.). Kuala Lumpur: Dewan Bahasa dan Pustaka.

- Sugrue, C., & Furlong, C. (2002). The cosmologies of Irish primary principals' identities: Between the modern and the postmodern. *International Journal of Leadership in Education*, 5(3), 189-210.
- Suzana Abd Latif & Sazali Yusof. (2013). *Leadership development for educational leaders: An integrated model*. Genting Highlands: Institut Aminuddin Baki.
- Swanson, R. A., & Holton, E. F. (2001). *Foundation of human resources development*. San Francisco: Berrett-koebler.
- Taylor, T., Martin, B. N., Hutchinson, S. & Jinks, M. (2007). Examination of leadership practices of principals identified as servant leadership. *International Journal of Leadership in Education*, 10(4).120-135.
- Thomas, R. & Hardy, C. (2011). Reframing resistance to organizational change. *Scandanavian Journal of Management*, 27, 322-331.
- Timperley, H. S. & Parr, J. M. (2005). Theory competition and the process of change. *Journal of Educational Change*, 2, 281-300.
- Timperley, H. S. & Robinson, V. M. J. (2001). Achieving school improvement through challenging and changing teachers' schema. *Journal of Educational Change*, 6, 227-235.
- Ting, S. C. (2011). The effect of internal marketing on organization commitment: Join involvement and job satisfaction as mediators. *Educational Administration Quarterly*, 47(2), 353-382.
- Tshubwana, T.S. (2006). *The role of the principal in managing change at secondary school level in the Limpopo Province*. (Unpublished master's thesis). Retrieved on June, 2, 2012 from www.uir.unias.ac.za/bitstream/handle/10500/2148/dissertation.pdf.
- Tuan Zainun Tuan Mat & Smith, M. (2011). The effect of change in competition, technology and strategy on organization performance in small and medium manufacturing companies. *Asian Review of Accounting*, 19(3), 208-220.
- Tureman, D. (2013). *The effectiveness of servant leadership in bringing about change*. (Unpublished doctoral dissertation). Liberty University, Virginia.
- Valdes, E. P. (2009). *Servant leadership - Reversing the pyramid: Self-perceptions of principals and assistant principals*. (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI no. 1434626)
- Vandenberghe, R. (1998). Thinking about principals: Ho they cope with external pressure and internal redefinitions of their role. *International Journal of Educational Research*, 29, 371-380.

- Van Der Zee, K., Thijs, M., & Schakel, L. (2002). The relationship of emotional intelligence with academic intelligence and the big five. *European Journal of Personality*, 16, 103-125.
- Van Rooy, D. L. & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behaviour*, 65, 71-95.
- Varca, P. (2004). Service skills for service workers: Emotional intelligence and beyond. *Managing Service Quality*, 14(6), 457-467.
- Varkey, A., & Antonio, P. (2010). Change management for effective quality improvement a primer. *American Journal of Medical Quality*, 25(4), 268-273.
- Victor, D. & Malcolm, H. (1999). Can emotional intelligence be measured and developed? *Leadership & Organization Development Journal*, 20(5), 242-253.
- Voelker, T. A., McDowell, W. C. (2010). Balancing exploration and exploitation in A declining industry: Antecedents firm adaptation strategy and performance. *Journal of Small Business Strategy*, 12(4), 132-149.
- Vokala, M., Tsaousis, I., & Nikolaou, I. (2004). The role of emotional intelligence and personality variable on attitudes towards organizational change. *Journal of Managerial Psychology*, 19(2), 88-110.
- Wallace, M. (2004). Orchestrating the complex educational change: Local reorganization of schools in England. *Journal of Educational Change*, 3, 161-165.
- Wan Mohd Zahid Wan Nordin. (1993). *Wawasan pendidikan: Agenda pengisian*. Kuala Lumpur: Nurin Enterprise.
- Warrilow, S. (2010). *Practitioner masterclass – Organizational change management*. Retrieved on September, 29, from <http://www.strategies-for-managing-change-com/practitioners-masterclass.html>
- Washington, R. R., Sutton, C. D. & Field, H. S. (2006). Individual differences in servant leadership: The role of values and personality. *Leadership & Organizational Development Journal*, 27(8), 700-716.
- Watkin, C. (2000). Developing emotional intelligence. *International Journal of Selection and Assessment*, 8(2), 89-107.
- Watson, G. (2011). Resistance to change. *American Behavioral Scientist*, 5(2), 71-90.
- Webster, M. (2012). *Kotter's 8 step change model*. Retrieved on Oktober, 2, from leadershipthoughts.com/kotter's-8-8step-change-model.

- Weeks, W. A., Roberts, J., Chanko, L. B., & Jones, E. (2004). Organization readiness for change, industry fear of change and sales manager performance: An empirical investigation. *Journal of Personal Selling and Sales Management*, 9(8), 172-190.
- Weinberger, L.A. (2002a). Emotional intelligence: Review and recommendations for human resource development research and theory. In S. Lynham & T. Egan (Eds.), *Proceedings of the Academy of Human Resource Development*, 1006-1013. Academy of Human Resource Development, Honolulu, HI: Academy of Human Resource Development.
- Weinberger, L. A. (2002b). Emotional intelligence: Its connection to HRD theory and practice. *Human Resource Development Review*, 1(2), 215-243.
- Weisinger, H. (1998). *Emotional intelligence at work: The untapped edge for success*. San Francisco, CA: Jossey-Bass.
- Weschler, D. (1958). *The measurement and appraisal of adult intelligence* (4th ed.). Baltimore: Williams & Wilkins.
- Wharton, A.S. (1993). The affective consequences of service work: Managing emotions on the job. *Work and Occupations: An International Sociological Journal*, 20(2), 205-232.
- Whelan, B. & Karen, S. (2010). Change drivers and employees adoption of change: Exploring change drives, gender and position. *Academy of Management Annual Meeting Proceedings*, 1-30. Oxford, UK: Oxford University.
- Whelan-Berry, K. S., & Somerville, K. A. (2010). Linking change drivers and the organizational change process: A review and synthesis. *Journal of Change Management*, 10(2), 175-190.
- White, M. (2012). Digital workplace: Vision and reality. *Business Information Review*, 29(4), 205-214.
- Williams, V. E. (2010). Organizational change and leadership within a small non profit organization. A qualitative study of servant leadership and resistance to change. *Dissertation Abstract International Section A: Humanities and Social Sciences*, 71 (1-A), 253.
- Wilkinson, A. & Witcher, B. (1993). Holistic TQM must take account of political process. *Total Quality Management*, 4(1), 124-138.
- Wilson, A. B. (2011). Transforming the role of leadership educator: The relationship between multicultural competence and the use of the social change model of leadership development. *International Journal of Human Resource Management*, 25(4), 1034-1058.

- Winston, B. E. (2003, July). *Extending Patterson's servant leadership model: Coming full circle*. Paper presented at the Regent University Servant Leadership Roundtable, Virginia Beach, Virginia.
- Winston, B. E., & Hartsfield, M. (2004). *Similarities between emotional intelligence and servant leadership*. Paper presented at the Regent University Servant Leadership Research Roundtable, Virginia Beach, Virginia.
- Wolff, S. B. (2005). *Emotional competence inventory (ECI): Technical manual*. McClelland Center For Research and Innovation: Hay Group.
- Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 73-88.
- Yaakob Daud. (2007). *Budaya sekolah rendah: Hubungannya dengan kepimpinan, komitmen Organisasi dan pencapaian akademik*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.
- Yahya Don. (2009). *Korelasi dan pengaruh kompetensi emosi terhadap kepimpinan sekolah: Perbandingan antara sekolah berkesan dengan sekolah kurang berkesan*. (Tesis doktor falsafah yang tidak diterbitkan). Universiti Malaya, Kuala Lumpur.
- Yousef, D. A. (2000). Organizational commitment and job satisfaction as predictors of attitudes toward organizational change in a non-western setting. *Personal Review*, 29(5), 567-592.
- Yousef, D. A. (2000). Measurement of organization commitment: A study in a non-western culture setting. *International Journal of Human Resource Management*, 14(6), 1067-1079.
- Yukl, G. (2002). *Leadership in organizations (4th ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Yulk, G. (2008). How leaders influence organizational effectiveness. *Leadership Quarterly*, 19(6), 708-722.
- Zaidatol Akmaliah Lope Pihie. (2002). *Pentadbiran pendidikan*. Kuala Lumpur: Fajar Bakti Sdn. Bhd.
- Zaccaro, S. J., Mumford, M. D., Connelly, M. S., Marks, M. A., & Gilbert, J. A. (2000). Assessment of leader problem solving capabilities. *Leadership Quarterly*, 11(3), 37 - 64.
- Zamri Kamarudin. (2009). *Hubungan antara profil organisasi pembelajaran dan kesediaan terhadap perubahan*. (Tesis sarjana yang tidak diterbitkan). Universiti Utara Malaysia, Sintok.

Zadel, A. (2004). *Impact of personality and emotional intelligence on successful training in competencies*. Retrieved on September, 23, 2012 from <http://www.eiconsortium.org/>.

Zehner, R., & Holton III, E. (2003). Development and validation of an instrument for early assessment of management potential. In S. Lynham & T. Egan (Eds.), *Proceedings of the Academy of Human Resource Development* (936-943). Academy of Human Resource Development. Minneapolis, MN: Academy of Human Resource Development.

Zeidner, M., Matthews, G., & Roberts, R. D. (2001). Slow down, you move too fast: Emotional intelligence remains an "elusive" intelligence. *Emotion*, 1(3), 265-275.

Zeidner, M., Roberts, R. D., & Matthews, G. (2002). Can emotional intelligence be schooled? A critical review. *Educational Psychologist*, 37(4), 215-231.

Zeidner, M., Roberts, R. D., & Matthews, G. (2009). What we know about emotional intelligence: How it affect learning, work, relationship and human health. *Cambridge*, 5(2), 124-138.

Zheng, H. Y. (1996, September). *School contexts, principal characteristic and instructional leadership effectiveness: A statistical analysis*. Paper session 2 presented at the Annual Meeting of The American Educational Research Association, New York, NY.